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ABSTRACT

This teaching guide, developed by the Los Angeles (California) Unified School District, is based on ten specified political and economic concepts about the United States. The descriptions of thirty-two instructional activities and their objectives are based on the concepts. Rights and responsibilities as defined by the constitution, and the concepts of justice, prejudice, power, free enterprise, community planning, and environmental protection and interaction are some of the issues which are covered. Also included in the guide are an activity record, a format for additional lesson plans, a glossary, and bibliography. (JCD)

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OUR HUMAN TIES

POLITICAL AND ECONOMIC RELATIONSHIPS

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OUR HUMAN TIES

POLITICAL AND ECONOMIC RELATIONSHIPS

Monograph #6

March, 1977

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OUR HUMAN TIES, POLITICAL AND ECONOMIC RELATIONSHIPS is the sixth monograph in a series of seven.

- Social Sciences Framework
- Building Self Concept
- Relationships With Others
- Interdependence and Social Interaction
- Cultural Similarities and Differences
- Political and Economic Relationships
- Impact of Technology in Society

FOREWORD

In preceding publications of Human Ties, two levels of "good" which are essential to human self-concepts and relationships with others have been mentioned. For the purposes of these monographs it will suffice to say that there are other levels of "good" which we will not develop here. It is essential, however, that teachers understand that the reverse of "good" exists in the concept of evil.

There is no hierarchy in the concept of evil. Thomas Aquinas states that evil is a negation of good. More graphically stated, there is no meridian which separates good from evil - that everything on the right side of this imaginary line would be conceived of as good and everything on the left side be considered evil. Good can change into evil at any level where good is either diminished or negated.

For the individual who has achieved in his lifestyle a high level of goodness, the point at which evil may set in may be considerably higher than for the person who has achieved a very low level of goodness. There is certainly great validity in the old adage that says, "Of him who has, more is expected."

In considering the varied aspects of human behavior, young and old alike must understand that good must continue to grow and expand and must be nurtured and enhanced or else it will diminish and through that diminution become evil. There is no neutral ground between good and evil. The moment goodness ceases to grow, evil takes over. Therefore, in our relationships with one another, human conduct must constantly be enhanced and developed.

Placed in a societal framework, man must constantly seek new and better ways of performing and reacting and interacting with his fellow human beings. He cannot take solace in the thought that he has done nothing bad for even in his failure to act affirmatively to create a better life and a better environment, he has contributed to the reinforcement of the undesirable.

As society becomes more complex and man's role becomes intertwined with that of machines, man too frequently does not clearly understand or accept responsibility for his actions. Life in a cybernetic society is complicated and demanding, but it does not absolve us as human beings of our obligations to perform in ways conducive to the well-being of all people in the social environment. We must love one another and act helpfully toward one another with the greatest good that each individual is capable of achieving, and those of us who egotistically may like to feel that we are better endowed with intelligence or education or wealth must also accept a greater obligation in terms of personal behavior.

Noblesse oblige.

Frederick J. Dumas
Area J Superintendent

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PHILOSOPHY

The well-being of society is dependent upon the recognition of the interdependence of people. In the words of Wilson Riles, "Our success or failure in solving social problems will ultimately determine our survival as a human race."

It is important that all educators working with students recognize the importance to society and the impact on society of the self concepts held by individuals. It is equally critical that educators become fully cognizant of the facets and effects of the relationships, interdependence, and social interactions of people, of the political and economic relationships of groups, and of the impact of technology on our modern world.

OUR HUMAN TIES, POLITICAL AND ECONOMIC RELATIONSHIPS, focuses upon the political heritage of American society and the economic interrelatedness of American citizens. It espouses the belief that practices and procedures that create inequality of opportunity among people are not condusive to the well-being of society. Patterns within a culture are many and varied. Commonalities between people are often more related to economics than to ethnicity. Present conditions can be improved; the future belongs to all.

STATEMENT OF GOALS

Goals for Teachers

- Teachers will be increasingly aware that each person is a unique human being and that although all humans are alike in many ways, no two groups of people nor individuals within a group will necessarily live in exactly the same way.
- Teachers will develop an ever growing appreciation of the complexity of humanity and of the interdependence of people.

Goals for Learners

- Each learner will develop an awareness of his/her background and of the diverse background of others.
- Each learner will develop an appreciation of the complexity of humanity and of the interdependence of people.

SOME MAJOR CONCEPTS CONCERNING

POLITICAL AND ECONOMIC RELATIONSHIPS

Concept #1

- A citizen of the United States has both rights and responsibilities.

Concept #2

- Circumstances that limit individual and group participation in the democratic processes of decision making reduce the practice of full and adequate citizenship.

Concept #3

- The Constitution of the United States, as interpreted by the Supreme Court, guarantees specific freedoms to its citizens.

Concept #4

- Justice (fairness) requires respect for the worth and dignity of individuals irrespective of race, religion, sex, or socio-economic level.

Concept #5

- Individuals and groups vary in the amount of influence (authority/power) they are able to exert in the process of making and carrying out decisions which affect their lives.

Concept #6

- Property is something which is or may be owned or possessed by an individual, by a group, or by the public.

Concept #7

- Banks are service institutions and as such provide services which benefit both the bank and its patrons.

Concept #8

- The economic well-being of individuals within a free enterprise society is dependent upon productive interrelationships between labor, management, and capital, and upon the opportunity of individuals to participate in that relationship.

Concept #9

- Scarcity is a disparity between available resources and the wants of people.

Concept #10

- The survival of humanity is dependent upon people working out effective accommodations with the environment and with each other.

Concept

A citizen of the United States has both rights and responsibilities.

Instructional Objective

The learner will identify rights and responsibilities of a citizen of the United States.

Activities 1 - 3

ACTIVITY #1

RIGHTS AND RESPONSIBILITIES

Materials

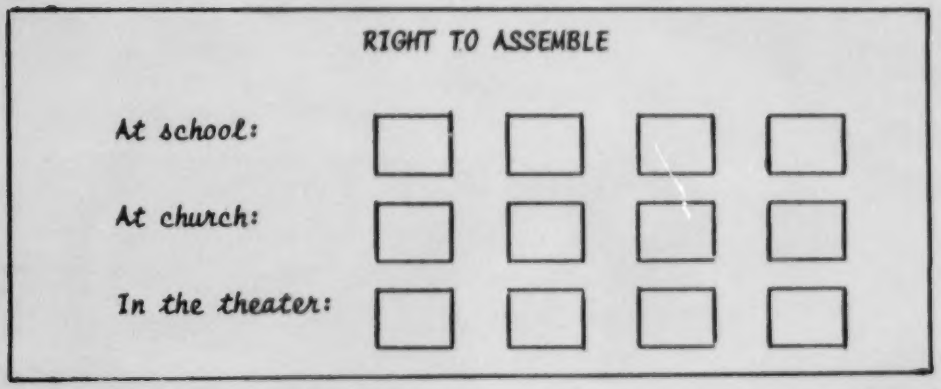
- Chart paper
- Marking pen

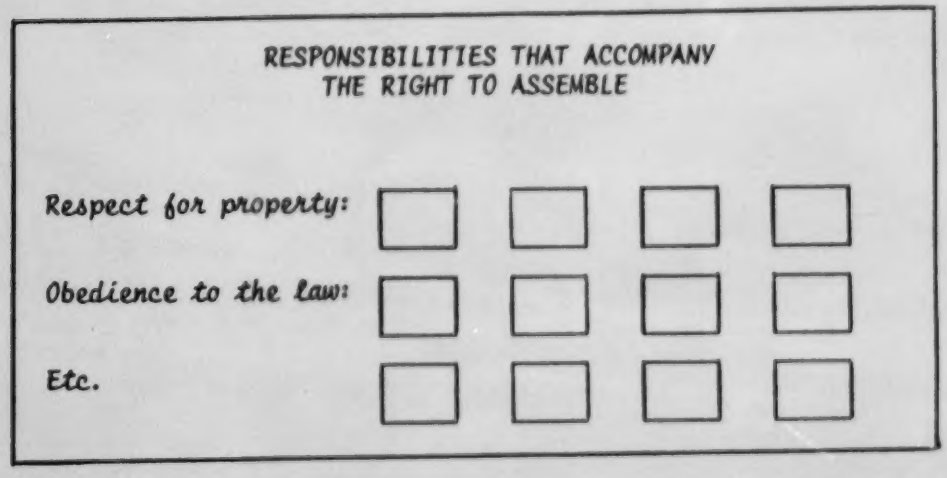
Procedure

- Lead students in a discussion about their rights and responsibilities in the classroom. Record the discussion results on chart paper for the children to see and to refer to later.
- Ask students to review the rights and responsibilities they listed for their classroom members.
- Lead the students in a discussion about the rights and responsibilities of adults as citizens of the United States. Some questions that may be asked are:
    - Do adults have rights and responsibilities similiar to classroom students? What responsibilities are the same as those of students? What rights are the same as the students?
    - What document guarantees the rights of United States citizens? (The Constitution and the first ten amendments known as the Bill of Rights.)
    - What are some of the rights of a citizen of the United States? (Freedom of speech, freedom of religion, freedom from unreasonable searches, right to assembly, right to petition, right to a jury trial, right to vote, etc.)
    - What are some of the responsibilities of a citizen of the United States? (These are less clearly defined, but some that might be mentioned are: voting, protecting the country from invaders, obeying laws, jury duty, protecting the environment, etc.)
- Chart the results of the discussion.
- Have each student select from the classroom list one responsibility and one right which he/she will be very aware of for one week.
- At the end of each day have students relate the ways in which they experienced their selected rights and responsibilities that day.

Extended Activity

- From magazines have students select and cut pictures showing people enjoying the rights guaranteed by the Bill of Rights.
- Have students compile the pictures in a series of collages, bulletin boards, or booklets with each collage, bulletin board or booklet featuring a different right. Have students compile a list of responsibilities that go with each right.





ACTIVITY #2

MORE ABOUT RIGHTS AND RESPONSIBILITIES

Materials

- Pencils
- Paper

Procedure

- Read the following paragraphs to the class, or duplicate the paragraphs and have the students read the paragraphs silently.

> When Virginia was a colony under England, the governor was appointed by the king.
>
> One of the governors of Virginia made a law that no person should be allowed to use a printing press. He also said, "I thank God there are no free schools or printing in this colony, and I hope we will not have them for a hundred years. Learning makes people disobey, disagree with most people, and gather together with people who think differently. Printing has encouraged them to learn and even to criticize the best governments. God keep us from schools and printing!"

- Lead a class discussion about these questions:
  - Could citizens be responsible if they didn't have an education? Why? Why not?
  - Would it be possible to know your rights as a citizen if the rights couldn't be printed? How could you know about your rights?
  - What are your rights as a citizen and where are they printed? (Constitution, Bill of Rights)
  - Should people be allowed to print anything they wish? Why? Why not?
  - Who should control what is printed? What might happen if printing were controlled by people who wanted a lot of power?
  - Why was freedom of press put in our Bill of Rights?
  - Why do you think the governor put education and freedom of press together? How does one depend on the other?
  - Is a free education guaranteed in the Constitution? (No, education is left to the states.) Do you think it should be in there?

- Under the United States Constitution a governor could not pass a law stating that no person could have a printing press. What are some other laws that could not be passed? Refer to the Bill of Rights, i.e., law that no one could criticize the government; law that everyone must go to the same church.
- What are some of the responsibilities that citizens have that are difficult without an education? How would you find out about these responsibilities if they couldn't be printed? i.e., responsibilities such as voting, jury duty, obeying laws, electing responsible officials, watching how the officials vote, etc.)

- Lead students to the conclusion that all citizens of the United States have both rights and responsibilities.

- Have each student write a composition about the constitutional right which is most important to him/her. Ask each student to include in his/her composition the reasons why he/she selected that right.

ACTIVITY #3

THE AMENDMENT GAME

Materials

- A die
- A copy of the Bill of Rights
- Dictionary

Procedure

- Plan for two to four players to use the game simultaneously at a learning center.
- Arrange for a volunteer, an aide, or a student tutor to read the answers and amendments if the reading level of the group is low.

Extended Activity

- Create additional risk cards using the amendments as a guide.

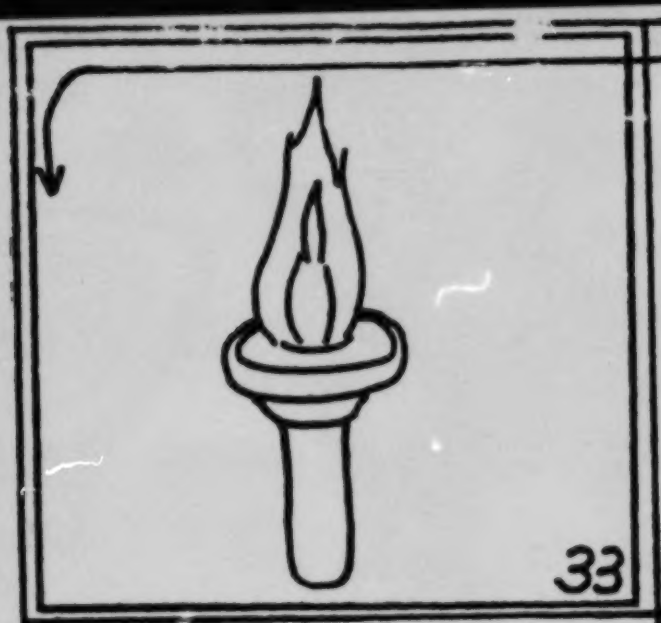
AMENDMENT GAME RULES

1. Can be played by 2 to 4 players.
2. Equipment needed:

    - A die
    - Game board
    - Risk cards
    - Answer sheet
    - Copy of the Amendments to the Constitution of the United States
    - Dictionary

3. Directions:

    - Players throw die. Player with the highest number on the die goes first.
    - Player throws die and moves marker forward the number that the die indicates.
    - Player takes a risk card.
    - If the player answers the risk card correctly, he/she moves again according to the direction on the card. The players may decide who will keep the answer sheets and amendments or an observer may keep them.
    - Any words in the amendments that aren't understood may be looked up in the dictionary.
    - If a player does not answer the card correctly, he/she either moves back or proceeds to jail.
    - To get out of jail, a player must throw the die on his/her regular turn until he/she gets a "one" or until he/she draws a "Get out of jail" card. If the player has saved a "Get out of jail" card, he/she proceeds to jail and moves from there.
    - The first player to reach "The End" is the winner.



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END 39

The Amend

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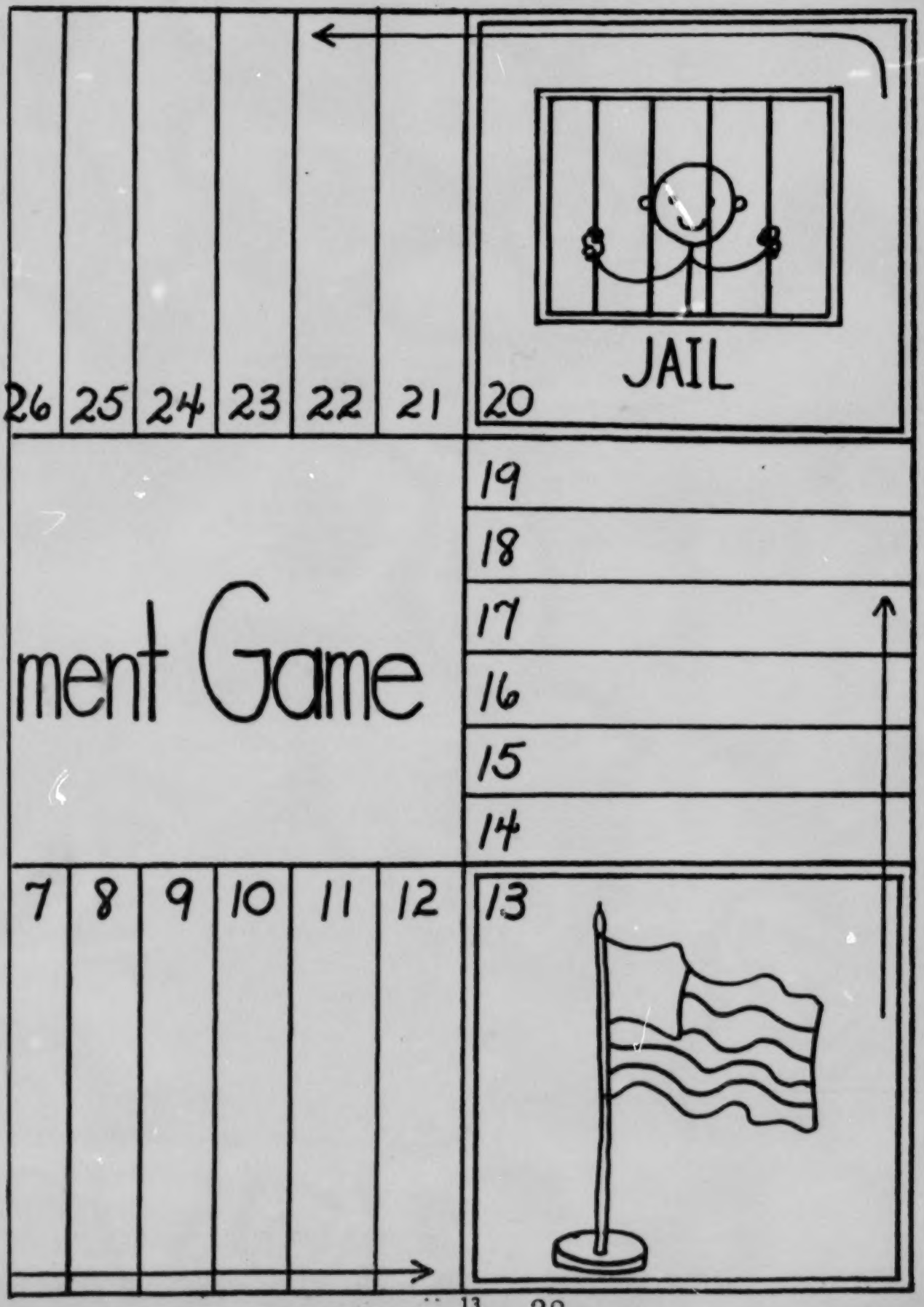
START START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RISK CARDS

Cut out the paragraphs. Paste each paragraph on a separate 3" x 5" card.

1. There is a complaint that you are running an illegal far-out religion. The police close you down on orders from the mayor. You take it to court and win. You can continue your far-out religion. What amendment guaranteed your rights? *Move ahead 5 spaces if right, or back 6 spaces if wrong.*

2. You buy a rifle, and there is a stiff tax on it. You must also register it. You refuse, saying you have the right to bear arms. What amendment do you base this on? *Go ahead five spaces if you know.* However, you lose your case because there is nothing in the amendment about tax or registration. *Go back one space.*

3. Your college has an official newspaper. You don't think it's a very good one. You print your own version in your garage. The college president asks the police to arrest you for interfering. What amendment protects you? *Move ahead 5 spaces if right.* However, you flunked all your classes while working on your paper. *Go back 2 spaces.*

4. You are arrested for stealing a candy bar from the grocery store. The judge (who has a grocery store of his own and is having a great deal of trouble with shoplifters) is outraged. He says you must post a bail of $500,000 or go to jail until your trial comes up. You say that much bail is unconstitutional. You're right! A higher court forces the judge to reduce the bail. What amendment helped you? You say you don't know? *Too bad, go to jail.* You do know? Good for you. *Move ahead 5 spaces.*

5. You are a poor sharecropper in the South. The man you work for says you stole something from him, although he has no proof. He demands the right to come in and search your house to see if you have it. You say your home is your castle and he has no right to search it. What amendment says you are right? *Move ahead 5 spaces if you know.* You don't know? *Sorry, that's an automatic jail sentence.*

6. You have been tried for a very serious crime. The jury found you innocent. Then some other important evidence is found. It really looks as if you did it. The police are very unhappy about it, but they can't arrest you for the crime again. What amendment says so? *Move ahead 5 spaces if you know, back 6 if you don't.*

7. There has been a natural disaster in your area. The army is called in to protect and help you. The general says you must let several of these soldiers live in your house since it is one of the few undamaged ones. You say the place is filled up with your family and relatives and, besides, he doesn't have the right to give such an order. What amendment says you are right? *Move ahead 5 spaces if you know or go back 6 if you don't.*

8. You are accused of stealing $50 and you want a jury trial. The judge says it's not worth the trouble for $50, and he will hear the case himself. You object. The judge doesn't like it, but he knows you are right and entitled to a jury trial. What amendment guarantees it? *Move ahead 5 spaces if you know; otherwise you deserve to go to jail.*

9. You are on trial for cheating poor people out of a lot of money. At your trial the prosecutor asks you, "Did you steal the money? Remember, if you lie, you will be charged with perjury." Which amendment says that you can't lie, but you don't have to confess? *Move ahead 5 spaces if you know or back 6 if you don't know.*

10. You have been arrested, but you can't afford a lawyer. What amendment says the government must give you one to plead your case? *If right move ahead 4 spaces, or go back 4 if wrong.*

11. Your state has a law that children must attend school. Your parents don't want to send you. There is nothing in the amendments about your going to school; yet the state has the right to make such a law. What amendment says so? *If you know, you can move ahead 6 spaces. If not go back 3.*

12. You were born in the United States and come from a rare race of people who have green skin. You go to vote in an election, and the people at the precinct say they don't believe green-skinned people are allowed to vote. You say, "Of course they are." Which amendment says so? *If you know move ahead 5 spaces. If not go back 6.*

13. You refuse to pay your income tax! You say taxes are too high. What amendment says, too high or not, pay or else. *Go ahead 5 spaces if right, but go back 2 spaces if not.*

14. You are accused of being a witch. A neighbor says you put a hex on her. She calls the police and says that she has heard of people in this country being tried as witches and thinks you should be too. What amendment (passed after the Salem witch trials) protects you? *Go ahead 4 spaces if you know. Go to jail if you don't.*

15. You are making a speech at a park. About 20 people are listening quietly to you. One person doesn't like what you're saying and says you should be arrested. What amendment protects you? *Move ahead 3 spaces if you know, or go back 6 if you don't.*

16. You are a political boss. There are citizens in your state who think you are becoming a dictator. They write very critically about you in the large daily newspapers, but the smaller newspapers aren't critical of you. You are angry and get a law passed that taxes large newspapers heavily but doesn't tax smaller papers. What amendment do they say you violated? *Move ahead 6 spaces if you know, back 5 spaces if you do not know.*

17. The state you live in passed a law making it a crime to keep stores open on Sunday since that is the Sabbath. You say that in your religion the Sabbath is on Saturday, and you keep your store open on Sunday instead of Saturday. What amendment do you use to back up your case? *Go ahead 5 spaces if you know, or back 5 if you don't.*

18. You were born in the United States, but your parents took you to Mexico to live when you were 5 days old. Now that you have grown up you want to move back to the U.S. What amendment guarantees your citizenship? *Move ahead 4 spaces if you know, or back 4 if you don't.*

19. You want to vote, but at the precinct the officials tell you that only those of the sex opposite to yours are allowed to vote since they have greater knowledge and are more responsible. What amendment says that a persons right to vote cannot be denied because of an individuals sex? *Move ahead 4 spaces if right, or go back 6 if you are wrong.*

20. You show up to vote but are told that you will have to pay $10 to help pay the costs of renting the hall and for the new voting machines. You don't have the $10 but insist you can vote anyway. What amendment makes you right? *Go ahead 3 spaces if you know, or back 5 if you don't.*

21. You are a women who works in a bank. You want a promotion, but you are told it's bank policy to promote only men. They say that is so because the higher-paying jobs sometimes require longer hours, and they know women need to leave on time to go home and cook dinner. You can prove your work is as good or better than that of the men, and you need the money so you want the promotion. What amendment says both men and women have to be treated equally at work? *If you know, go ahead 5 spaces, or back 5 if you don't know.*

22. GET OUT OF JAIL

You may save this card until you need it.

23. GET OUT OF JAIL

You may save this card until you need it.

24. GET OUT OF JAIL

You may save this card until you need it.

ANSWER SHEET FOR RISK CARDS

1. Amendment 1
2. Amendment 2
3. Amendment 1
4. Amendment 8
5. Amendment 4
6. Amendment 5
7. Amendment 3
8. Amendment 7
9. Amendment 5
10. Amendment 6
11. Amendment 10
12. Amendment 15
13. Amendment 16
14. Amendment 1 (Freedom of Religion)
15. Amendment 1 (Freedom of Speech and Assembly)
16. Amendment 1 (Freedom of Press)
17. Amendment 1 (Freedom of Religion)
18. Amendment 14
19. Amendment 19
20. Amendment 24
21. None. However, if the Equal Rights Amendment passes (it is being voted on currently by the states), it will cover this situation.

Amendments to the United States Constitution

The first 10 Amendments, which are known as "The Bill of Rights," were proposed on Sept. 25, 1789, and have been in force since Dec. 15, 1791. Two other amendments proposed at the same time were rejected. All other amendments have been proposed separately. One amendment repealed another one.

AMENDMENT 1

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

The Supreme Court has said that the first eight Amendments apply only to the federal government and not to the states. While this is true of Amendment 1, it is now settled by Supreme Court decisions that the command of Amendment 14—that no state shall deprive any person of life, liberty, or property, without due process of law—makes Amendment 1 apply to the states and forbids state action which would violate the rights of religion, speech, press, and assembly, covered by Amendment 1. See the comment under Amendment 14 below.

In many countries, some one religion has been made the official, or "established," church, and has been supported by the government. Congress is forbidden to set up or provide in any way for such an established church in the United States.

None of the rights protected in Amendment 1 can be considered as absolute. For example, Congress cannot prohibit the free exercise of religion, but it could pass legislation against any sect which practiced customs contrary to morality. Some Mormons held that it was entirely proper for a man to take more than one wife. But the clause protecting freedom of religion did not extend to this practice. In the same way, it has been held that Congress may abridge the freedom of speech or of the press in cases of "clear and present danger" to the state. But the rights in Amendment 1 are preferred in the Constitutional scheme, and few actual restrictions on them are allowed. They are, indeed, the very cornerstone of our democratic process.

AMENDMENT 2

A well-regulated militia, being necessary to the security of a free State, the right of the people to keep and bear arms, shall not be infringed.

This Article calls attention to a striking difference between the Constitution and the Declaration of Independence. In the Declaration, many words were used in explaining *why* the colonies were separating from Great Britain. But, in the Constitution, Amendment 2 is the only Article that contains any explanation of why it was passed.

The right to keep and bear arms was exceedingly precious to men who faced dangers of many kinds in their daily lives. Colonial farmers with their muskets had helped to win the Revolutionary War. On the frontier, a gun was usually the pioneer family's only protection against wild animals and prowling Indians.

AMENDMENT 3

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

This Amendment grew directly out of an old grievance against the British, who had forced people to take soldiers into their homes.

AMENDMENT 4

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

This measure does not prohibit searches and seizures by legal authorities. It simply requires the authorities to obtain a search warrant from a magistrate by showing the need for it, and to conduct themselves according to law. This is an important guarantee of the right of privacy. See SEARCH WARRANT.

AMENDMENT 5

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

A person cannot be placed in *double jeopardy* (tried twice for the same offense), but he may be *placed on trial* a second time if a jury cannot agree on a verdict, if a mistrial is declared for some other reason, or if a new trial is granted at the defendant's request.

The statement that no person shall be deprived of life, liberty, or property "without due process of law" expresses one of the most important provisions of the Constitution. The same words are found in Amendment 14 as restrictions on the power of the states. They express the idea that man's life, liberty, and property are not subject to the uncontrolled power of the government. This idea can be traced back to the Magna Carta, which provided that the king could not imprison or harm people "save by the lawful judgment of his peers or by the law of the land." That idea grew with the years. The Declaration of Independence expressed it by declaring that all men "are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness." Due process expresses a very vague standard, but it has been given concrete meaning by court decisions over the years. It was once used to stop legislation on such matters as wages, the number of hours that people should work, and the right to join labor unions. Today, the Supreme Court would not use the Due Process Clause to give the courts power to make decisions that are supposed to be made by the other branches of the government. But the court is still prepared to protect people against arbitrary and capricious acts of government. See FIFTH AMENDMENT.

AMENDMENT 6

In all criminal prosecutions, the accused shall enjoy the

right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

The provision for a speedy public trial grew out of the fact that political trials in England had sometimes been held in secret, and lasted for a number of years. Innocent persons may be punished if courts allow the testimony of unknown persons to be used as evidence. Amendment 6 guarantees the right to confront witnesses. A man on trial has a large measure of protection if he can confront and cross-examine those who accuse him. He may be able to show that his accuser is a liar, is mistaken, is testifying because of spite or an old grudge, or is otherwise unworthy of being believed.

AMENDMENT 7

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any court of the United States, than according to the rules of the common law.

The framers of the Constitution considered the right to jury trial to be of great significance. Experience has shown that juries bring a quality of mercy and good common sense to the administration of the laws when lawyers and judges forget where justice lies. Juries have sometimes inflicted injustice. But for hundreds of years they have been an important safeguard between man and his government.

AMENDMENT 8

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

This amendment applies only to persons held for federal offenses. The courts themselves can say what bail or fine is "excessive" and what punishments are "cruel and unusual." The effect of the Amendment is simply to allow an appeal to the federal courts in cases of this kind.

AMENDMENT 9

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

This means simply that the Constitution does not pretend to have listed all the specific rights the people have and had before the Constitution and its Amendments were adopted. The courts must therefore consider such claims of right on their merits instead of arguing "if the Constitution had intended to give these rights to the people, it would have done so."

AMENDMENT 10

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

This provision makes it clear that the federal government is limited to certain specific powers. The federal government can do only what the Constitution says it can do, but the states and the people thereof can exercise any powers not *prohibited* in the Constitution. The state governments are forbidden to act only in cases where the power to act has been placed in the federal government.

AMENDMENT 11

This Amendment was proposed March 4, 1794, and proclaimed in force Jan. 8, 1798.

The judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by citizens of another State, or by citizens or subjects of any foreign state.

This Amendment modifies Article III, Section 2 (1). See comment above under that paragraph.

AMENDMENT 12

This Amendment was proposed Dec. 9, 1803, and proclaimed as ratified Sept. 25, 1804.

The electors shall meet in their respective States and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same State with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the Government of the United States, directed to the President of the Senate;——the President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted;——the person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by States, the representation from each State having one vote; a quorum for this purpose shall consist of a member or members from two thirds of the States, and a majority of all the States shall be necessary to a choice. And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, [before the fourth day of March next following,] then the Vice-President shall act as President, as in the case of the death or other constitutional disability of the President.——The person having the greatest number of votes as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

This Amendment makes two important changes in the Constitution. It provides for the separate choice of President and Vice-President, and it fixes a time limit on the House of Representatives, in case they are called upon to elect a President. Both changes grew out of the election of 1800, when Burr, the choice of the Electors

for Vice-President, had the same number of votes as Jefferson, their choice for President. This tie threw the election into the House of Representatives, and made clear the need for an Amendment to prevent anything of the kind again. The House of Representatives took so long to make its choice that people wondered what would happen if they failed to choose a President before Inauguration Day. Amendment 12 also settled this problem. See Article II, Section I, Clause (3).

AMENDMENT 13

This Amendment was proposed Jan. 31, 1865, and proclaimed Dec. 18, 1865.

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Lincoln's Emancipation Proclamation of 1863 had declared slaves free in the Confederate States still in rebellion. This Amendment completed the abolition of slavery in the United States.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT 14

This Amendment was proposed June 13, 1866, and proclaimed July 28, 1868.

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

The principal, perhaps the sole, purpose of this Amendment was to make the former slaves citizens and give them full civil rights. A further purpose was to define who is a citizen of the United States. Many had claimed that no one could be a citizen of the United States unless he was a citizen of a state. As all Negroes had recently been made free and were not in many states admitted to state citizenship, the only way to establish their right of citizenship in the United States was to amend the Constitution. Under this provision a person becomes a citizen of the United States if he is born within its borders or, if not, if he has been naturalized according to law. Thus, the children born in the United States to resident aliens are citizens of the United States unless the aliens are diplomatic representatives or enemies during wartime occupation. One must reside within a state to become a citizen of it. But it is necessary only that a person be born or naturalized in the United States to be a citizen of the Union. Thus, there are two citizenships that are distinct and depend on different facts.

But while the main purpose of Amendment 14 was to make citizens of former slaves, it has been held that Amendment 14 incorporates numerous provisions of the Bill of Rights. Among the rights or liberties protected by Amendment 14 are the right of religious freedom, of free speech, and of freedom of the press, specifically protected against the federal government by the words of Amendment 1. This section of Amendment 14 also incorporates the provisions of Amendment 4, the self-incrimination clause of Amendment 5, and the clauses of Amendment 6 that guarantee the right to have the assistance of counsel, to have a jury trial, and to confront witnesses. Many cases have been brought to the courts and decided under this section. Some members of the Supreme Court have believed that the Due Process clause of Amendment 14 includes all the rights protected against the federal government by the Bill of Rights. But they have never been in a majority. Amendment 14 does incorporate most of the guarantees of the Bill of Rights.

Section 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the executive and judicial officers of a State, or the members of the legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

This section proposes a penalty for states which refuse to give the vote in federal elections to all adult male citizens. States which restrict voting can have their representation in Congress cut down. This penalty has never been used.

Section 3. No person shall be a Senator or Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two thirds of each House, remove such disability.

This section is of historical interest only. Its purpose was to keep federal officers who joined the Confederacy from becoming federal officers again. Congress could vote to overlook such a record.

Section 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

Section 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

AMENDMENT 15

This Amendment was proposed Feb. 26, 1869, and proclaimed March 30, 1870.

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United

States or by any State on account of race, color, or previous condition of servitude.

Negroes who had been slaves became citizens under the terms of Amendment 14. Amendment 15 did not specifically say that all Negroes must be allowed to vote. States are free to set qualifications for voters. But the Amendment says that a voter cannot be denied the ballot because of his race. Some states have attempted to do this indirectly. Such measures have been struck down by Supreme Court decisions, federal and state laws, and the 24th Amendment. See FIFTEENTH AMENDMENT; GRANDFATHER CLAUSE; POLL TAX; VOTING.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT 16

This Amendment was proposed July 12, 1909, and proclaimed Feb. 25, 1913.

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

This Amendment made the federal income tax legal. See comment under Article I, Section 2, Clause (3).

AMENDMENT 17

This Amendment was proposed May 13, 1912, and proclaimed May 31, 1913.

(1) The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

(2) When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: *Provided*, That the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

(3) This Amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

This Amendment takes the power of electing the Senators of a state from the state legislature and places it in the hands of the people of the state.

AMENDMENT 18

This Amendment was proposed Dec. 18, 1917, and proclaimed Jan. 29, 1919.

Section 1. After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

Section 2. The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.

Section 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

This is the Prohibition Amendment, repealed by Amendment 21 in 1933.

AMENDMENT 19

This Amendment was proposed June 4, 1919, and proclaimed Aug. 26, 1920.

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

Amendments giving women the right to vote were introduced in Congress one after another for more than 40 years before this one was finally passed.

AMENDMENT 20

This Amendment was proposed March 2, 1932, and proclaimed Feb. 6, 1933.

Section 1. The terms of the President and Vice-President shall end at noon on the 20th day of January, and the terms of Senators and Representatives at noon on the third day of January, of the year in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

Section 2. The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the third day of January, unless they shall by law appoint a different day.

Section 3. If, at the time fixed for the beginning of the term of the President, the President elect shall have died, the Vice-President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice-President elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vice-President elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice-President shall have qualified.

Section 4. The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice-President whenever the right of choice shall have devolved upon them.

Section 5. Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.

Section 6. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three fourths of the several States within seven years from the date of its submission.

This Amendment, called the *Lame Duck Amendment*, moves the term of newly elected Presidents and Congressmen closer to election time. Before it came into

force, defeated Congressmen continued to serve for four months. See LAME DUCK AMENDMENT.

AMENDMENT 21

This Amendment was proposed Feb. 20, 1933, and proclaimed Dec. 5, 1933.

Section 1. The Eighteenth Article of Amendment to the Constitution of the United States is hereby repealed.

Section 2. The transportation or importation into any State, Territory, or possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

Section 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

This Article simply repeals Amendment 18. Section 2 promises federal help to "dry" states in enforcing their own prohibition laws.

AMENDMENT 22

This Amendment was proposed March 24, 1947, and proclaimed March 1, 1951.

Section 1. No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once. But this article shall not apply to any person holding the office of President when this article was proposed by the Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this article becomes operative from holding the office of President or acting as President during the remainder of such term.

Section 2. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the day of its submission to the States by the Congress.

AMENDMENT 23

This Amendment was proposed June 16, 1960, and proclaimed April 3, 1961.

Section 1. The District constituting the seat of Government of the United States shall appoint in such manner as the Congress may direct: A number of electors of President and Vice-President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a State, but in no event more than the least populous State; they shall be in addition to those appointed by the States, but they shall be considered, for the purposes of the election of President and Vice-President, to be electors appointed by a State; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT 24

This Amendment was proposed Aug. 27, 1962, and proclaimed Feb. 4, 1964.

Section 1. The right of citizens of the United States to vote in any primary or other election for President or Vice-President, for electors for President or Vice-President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT 25

This Amendment was proposed July 6, 1965, and proclaimed February 23, 1967.

Section 1. In case of the removal of the President from office or of his death or resignation, the Vice-President shall become President.

Section 2. Whenever there is a vacancy in the office of the Vice-President, the President shall nominate a Vice-President who shall take office upon confirmation by a majority vote of both Houses of Congress.

Section 3. Whenever the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that he is unable to discharge the powers and duties of his office, and until he transmits to them a written declaration to the contrary, such powers and duties shall be discharged by the Vice-President as Acting President.

Section 4. Whenever the Vice-President and a majority of either the principal officers of the executive departments or of such other body as Congress may by law provide, transmit to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office, the Vice-President shall immediately assume the powers and duties of the office as Acting President.

Thereafter, when the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that no inability exists, he shall resume the powers and duties of his office unless the Vice-President and a majority of either the principal officers of the executive department or of such other body as Congress may by law provide, transmit within four days to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office. Thereupon Congress shall decide the issue, assembling within forty-eight hours for that purpose if not in session. If the Congress, within twenty-one days after receipt of the latter written declaration, or, if Congress is not in session, within twenty-one days after Congress is required to assemble, determines by two-thirds vote of both Houses that the President is unable to discharge the powers and duties of his office, the Vice-President shall continue

to discharge the same as Acting President; otherwise, the President shall resume the powers and duties of his office.

AMENDMENT 26

This Amendment was proposed March 23, 1971, and proclaimed July 5, 1971.

Section 1. The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

Concept

Circumstances that limit individual and group participation in the democratic processes of decision making reduce the practice of full and adequate citizenship.

Instructional Objective

The student will identify circumstances that limit individual and group participation in the democratic processes.

Activities 4 - 5

ACTIVITY #4

FREEDOM OF SPEECH

Materials

- Pencils
- Paper
- Duplicated paragraphs

Procedure

- Read the following paragraphs to the students or duplicate the material and have the students read it silently.

  In the early 1960's a large group of black students gathered in front of a church in the South. They headed in small groups to the State House carrying signs that said, "I'm proud to be a Negro", "Down with Segregation", and other messages asking for the same rights that white people had.

  Although a few hundred people came to watch, there was no trouble. They did not block traffic.

  After a while police told the students to leave or they would be arrested. The students ignored them and sang "The Star Spangled Banner" and listened to a religious speech. After a short while the police arrested 187 of the students. The students were tried and convicted of disturbing the peace. They were fined $10 or given 5 days in jail. The students asked the Supreme Court to change the decision as they said it violated their rights of freedom of speech and assembly guaranteed by the Bill of Rights.

- Guide the students in a discussion which raises the following questions:

  - Should the students have been arrested? Why or why not?
  - How is carrying signs like having freedom of speech?
  - Do you think the police would have arrested the students if they had been middle-aged bank presidents?
  - Do you think the police would have arrested them if they had been white instead of black? Why?

- Research conditions and activities of Blacks in the early 1960's.

- Identify with the students the fact that participation in the democratic processes has often been restricted for people of minority groups and that there is need to administer the law equally for all.

ACTIVITY #5

EQUAL VOTING RIGHTS

Materials

- Pencils
- Paper
- Duplicated paragraphs

Procedure

- Read the paragraphs to the students or duplicate the material and have the students read it silently.

  It took women in the United States ninety years of struggle to get the right to vote. The Women's Rights Movement can trace its beginning back to the women who took part in reform movements before the Civil War.

  In 1848 women at a convention in Seneca Falls, New York, drew up a "Declaration of Sentiments and Resolutions" that was based on the Declaration of Independence and said that both men and women were equal and had certain rights. The Seneca Falls meeting made clear that some women were ready to struggle and to work hard for their rights as equals in a free and democratic society.

  Two of the most important leaders were Elizabeth Cady Stanton and Susan B. Anthony. Susan Anthony wasn't married and was free to travel, speak, organize women and start demonstrations. Elizabeth Stanton was married and raised a large family, but she also found time to write and speak for equality for women. Her husband supported her work and helped her in many ways. Many other American women and men also helped.

  The draft of the 14th Amendment to the Constitution of the United States of America was being studied by Congress in the summer of 1866. The draft said that the vote would be given to all "male inhabitants of the states" regardless of their race. Black men, but no women, would get the right to vote. This was the first time the word "male" had been used in the Constitution. Many of the women who had worked for the right to vote had also worked to end slavery. They

thought that they should have the right to vote as well as the men.

The women fought for a long time and got the right to vote in some states. Esther Morris led the campaign in the Wyoming territory, and women voted for the first time in Wyoming in 1870.

Women did not get the right to vote nationally until 1920 when the 19th Amendment to the Constitution was passed.

- Lead a class discussion utilizing the following questions:
  - Why do you think women were not given the right to vote in the United States in the first place? (Point out that English common law was the base for most laws in the United States and that married women could not own property because it belonged to their husbands; women could not serve on juries and in most cases could not even appear as witnesses nor bring a suit in court. Most high schools and colleges did not admit women. A married woman's wages belonged to her husband.)
  - Why did women want so much to vote?
  - Why is it important for all citizens to have all the same rights?
  - How would you feel if only people of your group (male, red-haired, brown-skinned, Catholic, or whatever) did not have one of the rights that other groups of citizens had?
- Lead the group in a discussion about other things that limit individual and group participation in the democratic process, i.e., poll tax.
- Use the book "Your Rights and Responsibilities as an American Citizen," listed in the bibliography. It has many lessons that could be used to extend this concept.

Concept

The Constitution of the United States, as interpreted by the Supreme Court, guarantees specific freedoms to its citizens.

Instructional Objective

The student will identify the basic freedoms contained within the Constitution of the United States and specifically stated in the First Amendment of the Bill of Rights.

Activity 6

ACTIVITY #6

FREEDOMS

Materials

- Chalk
- Chalkboard
- Crayons
- Plain newsprint (13" x 17")

Procedure

- Discuss with students what they consider to be the meaning of the word "freedom." Point out to them that politically, in the United States, it refers to recognizing the rights of others as well as your own rights.
- Discuss the following statement with the students:

  "To have freedom we must give up some freedom."

- Explain that the Constitution provides the plan for governing our country. Explain that the Founding Fathers separated the powers of government into three main branches so that no one individual or branch would have too much power.

  Legislative Branch - (Congress, House of Representatives, and Senate) - to make laws.

  Executive Branch - (President and agencies working under him) - to carry out the laws.

  Judicial Branch - (Supreme and lower federal courts) - to interpret or explain laws.

- Explain that the first ten Amendments, called the Bill of Rights follow the Constitution and guarantee the freedoms of the individual.
- Specifically discuss the five basic freedoms guaranteed by the 1st Amendment.
- List the five freedoms on the chalkboard:

- Freedom of the Press
- Freedom of Religion
- Freedom of Speech
- The Right to Petition the Government
- The Right to Peaceful Assembly

- Paraphrase and discuss with the students what each freedom means to the individual.

- Give each student a crayon and a large piece of newsprint folded in fourths.

- Direct the students to illustrate four of the five basic freedoms contained in the 1st Amendment. Put one illustration in each section of the paper.

Concept

The Constitution of the United States, as interpreted by the Supreme Court, guarantees specific freedoms to its citizens.

Instructional Objective

The student will identify the contributions to freedom contained within the great documents that are a record of humanities struggle to ensure freedom and stability in society:

Magna Carta
The Mayflower Compact
The Declaration of Independence
The Constitution
The Bill of Rights
The Emancipation Proclamation
The Declaration of Human Rights

Activity 7

ACTIVITY #7

GREAT DOCUMENTS

Materials

- Chalk
- Chalkboard
- Paper
- Pencils
- Seven information sheets, each of which contains background information about a different document.

Procedure

- Divide the class into seven small groups.
- Distribute the seven information sheets explaining the documents. Give a different sheet to each group. (See following pages.)
- Have a student in each group read aloud to his/her group the information sheet which summarizes the document.
- Have students explain in their own words the contribution to freedom contained within the document.
- Assign one student to record the explanation of the group.
- Have the seven small groups form one large group. Have each recorder share his/her group's response with the total group.
- List the names of the seven documents on the board. Under each heading write the recorder's statement.
- Have different students in the class read aloud the student explanations of the documents' significant contributions to freedom.

GREAT DOCUMENTS BACKGROUND INFORMATION

Magna Carta - The Great Charter. In 1199, because King John of England abused his powers, the barons and church leaders raised an army to force the king to meet their demands. King John agreed to

their demands and signed the Magna Carta on June 15, 1215.

The great value of the Magna Carta was that it placed the King under the law and checked royal power. The freemen and the peasants were hardly mentioned in the Charter even though they made up the great percentage of the population. Limiting the powers of the King enabled the citizenry to gradually obtain other rights and privileges. Little by little British Common Law evolved.

The Mayflower Compact. On November 11, 1620, a small group of Pilgrims, off the shore of Plymouth, Massachusetts, gathered in their cabins of the ship called the Mayflower and drew up the Mayflower Compact. This decision to found the first American colony represented a decision of the people to govern themselves.

Part of the Mayflower Compact provided for the selection of officers to see that the laws that were made were kept. The colonists still considered themselves loyal subjects of their sovereign King James. The intent of the Mayflower Compact was to provide rules for their local government only.

The Declaration of Independence. The Declaration of Independence is the formal statement written by Thomas Jefferson and adopted on July 4, 1776, by the Second Continental Congress. It declared the 13 American colonies free and independent of Great Britain.

This document, upholding the privilege of "life, liberty, and the pursuit of happiness for all" is considered the cornerstone of our democracy.

The delegates to the second Continental Congress were divided on the issue of independence, but all agreed on the need for liberty in the Colonies. George Washington was appointed Commander of the troops to be raised for the defense of American liberty.

The Constitution. The Constitutional Convention met in Philadelphia on May 25, 1787, to set up a plan of government for the new country. James Madison kept notes of all the procedings and became known as the Father of the Constitution.

The Convention decided to divide and balance the powers of government by providing 3 branches:

- The Legislative Branch (Congress, the Senate, and the House of Representatives) - to make laws.

- The Executive Branch (President and department, and agencies under his jurisdiction) - to carry out the law.

- The Judicial Branch (Supreme Court of the United States and lower federal courts) - to interpret law.

Each branch was given specific duties yet did not function entirely independent of each other.

Bill of Rights. After the Constitution was ratified by the States, the people still had a concern that the strong central government provided in the Constitution should not obscure the rights of the people.

James Madison proposed that a list of 10 amendments be passed by Congress. The list was ratified by the States in 1791. These amendments guaranteed certain rights to the individual. Among these rights are reedom of peech, freedom of the press, freedom of religion, the right to peaceful assembly, and the right to petition the government if wrongly treated. Over the years, 25 Amendments have been added. Only 1 amendment has ever been repealed.

The Emancipation Proclamation. The Emancipation Proclamation is the document that led to the end of slavery in the United States. It was issued by President Lincoln on January 1, 1863, during the Civil War. It declared freedom for the slaves in areas of the Confederacy that were rebelling against the Union. The Proclamation did not free all slaves, but it led to the passage of the 13th Amendment to the Constitution which became law on December 18, 1865, and ended slavery in all parts of the United States.

The Declaration of Human Rights. The Declaration of Human Rights was adopted by the General Assembly of the United Nations on December 10, 1948, declaring that all persons in the world are born free and equal in dignity and human rights. The Declaration of Human Rights sets forth the basic civil, economic, political, and social rights and freedoms deserved by every individual in the world.

Concept

The Constitution of the United States, as interpreted by the Supreme Court, guarantees specific freedoms to its citizens.

Instructional Objectives

The student will discuss the privilege of individuals in a free society to make choices and to share in establishing possible choices. The student will identify some situations which deny the privilege of choice to individuals.

Activities 8 - 9

ACTIVITY #8

FREEDOM OF CHOICE

Materials

- Chalk
- Chalkboard
- Crayons
- Unlined newsprint

Procedure

- Discuss with students the process involved in making choices, i.e., the process of selecting something from a number of alternatives.
- Have students identify some situations during the day where they have made choices:
    - Selection of clothing to wear to school.
    - Selection of food to have for breakfast, lunch, or snack.
    - Selection of games to play at recess.
    - Selection of independent activities in which to participate in class.
    - Selection of games to play with friends after school.
    - Selection of things to do at home in their free time.
- List on the chalkboard examples of student choices.
- Ask students whether or not they think the freedom to make choices should belong to everyone?
- Ask students whether or not students of all ethnic groups should be allowed to make choices.
- Ask students if rich people should get to make more choices than poor people. Why? Why not?
- Ask students why they think people of all races should have the freedom to choose where they would like to live, eat, and play.

- Ask students to tell about their feelings when they have the freedom to make some choices of their own.

- Have students draw pictures to illustrate the kinds of choices all people should have the freedom to make.

ACTIVITY #9

REMOVING THE BLOCKS

Materials

- Slips of paper for ballots
- Pencils

Procedure

- Define the meaning of such terms as poll, ballot, vote, register, elect.
- Discuss with students the role of elections in the democratic process, i.e., a procedure for making choices, for selecting leaders.
- Prepare students to hold an election to select leaders for a school activity, i.e., sports captains, class officers, or student council representatives.
- Have candidates write a short paragraph about the services they would perform if elected to the office and have them share this idea with the class.
- Make provision for an election using a polling place and a secret ballot.
- Have some students perform the duties of a committee to count the ballots and identify the winners.
- Discuss with students what it would be like to live in a country where they were not permitted the freedom to have elections.
- Discuss what the effect upon freedom would be if only one individual, selected by the state, was permitted to run for office.
- Discuss with the students what the effect upon freedom would be of permitting only certain people to vote by requiring a poll tax or a literacy test.
- Mention to students that many changes have been made to correct some of the conditions that existed in our country, i.e., the

civil rights movement

- Ask students to identify ways that a citizen might work to right a wrong in society:

    - Voting in elections.
    - Supporting the candidates of his/her choice.
    - Running for office.
    - Expressing views to legislators.
    - Using the courts to settle disputes.
    - Making a group effort to express political views.

- Ask students if there are situations today where freedom does not exist for everyone:

    - The right to join some private groups (such as churches).
    - The right to live in the house and neighborhood of his/her choice.
    - The right to get the kind of education needed for a good job.
    - The right to be evaluated by qualities of character and not by skin color.
    - The right to be fairly considered for the job of his/her choice.
    - The right to advance politically, educationally, economically, and socially.

- Ask students to consider ways in which, if they were a voting citizen or political leader, they might help freedom become more of a reality for everyone.

- Have students role play, or write a composition, about the ways that they, as elementary students, might help freedom become more of a reality.

Concept

Justice (fairness) requires respect for the worth and dignity of individuals irrespective of race, religion, sex, or socio-economic level.

Instructional Objective

The learner will identify and evaluate justice (fairness) in his/her daily relationships with people.

Activities 10 - 11

ACTIVITY #10

JUSTICE

Materials

- Chalk
- Chalkboard
- Paper
- Pencils
- Crayons

Procedure

- Discuss with students the importance of rules at school in regard to justice.
- Ask students to think for a moment about what it would be like to play a game without rules.
- Have students discuss responses to these questions:
    - Could you play a game without rules? Why not? (Students would not know what to do.)
    - What do rules do? (Tell each person what he/she can or cannot do.)
    - What else? (Give all people an equal opportunity to play.)
    - Whose powers or behaviors do game rules limit? (Everyone's.)
    - What would happen if you did not define everyone's powers? (The best or the strongest players could take over the game and deny others an equal opportunity to play.)
- Ask students to write one rule for living peacefully at school.

Extended Activity

- Ask students to illustrate stories about the freedoms which individuals would lose if there were no rules at school.

ACTIVITY #11

JUSTICE AND PREJUDICE

Materials

- 3 squares of purple paper (4" x 4")

Procedure

- Read or tell the following story to the class.

  Monday morning a new boy reported to class. Carl's family had just moved to this country. He spoke very little English. At recess Carl was ignored by the other students and excluded from being picked for a game of handball. When the teacher asked why Carl was excluded, the students shouted, "Oh, he doesn't know how to play handball." Carl did know how, it was learned later, and played the game very well.

- Lead a class discussion about the following questions:

  - What do we mean by justice? Elicit many responses. (Fairness, equal chances, respect for one's rights, etc.)
  - Should everyone be treated with justice? Why or why not?
  - How can we insure justice for everyone?
  - What might we lose when one's ability is prejudged as in Carl's case? (Meeting new friends and discovering new experiences.)
  - What word means to prejudge? (Prejudice)

Extended Activity

- The next day when the class enters the room randomly select three students and ask them to wear the purple squares of paper as name cards.

- Explain to the class that today they are going to be taking part in an experiment and that three children have been selected to be "outsiders."

- Ask the three "outsiders" to move their desk to the back of the room. Urge the rest of the class not to talk, play, or interact with these three "outsiders" in any way. They are not to be mean to them; they are simply to ignore them for the rest of the day.

- Without any more explanation of this activity, proceed with the daily lesson plans. Ignore as much as possible the three "outsiders." They should be last in line when the class goes to lunch or when they have to leave for any activity outside the classroom.

- Shortly before the end of the day, tell the class that they have been participating in an exercise having to do with prejudice.

- Ask the students to give examples of times that they have prejudged something such as a food not tasted, or going someplace they have never been before. Follow this discussion by asking, "Why do people judge things before they know them?" How can this violate human rights?

- Call on the "outsiders." Ask them to tell the rest of the class how they felt during the day.

- Conclude the activity with the question, "What do we lose when we prejudge or when we are prejudiced against people?" (The point should be the loss of not meeting new people and making new friends.)

- Call on the best friends of the three "outsiders." Ask them, "If you didn't already know your friends, would you have met them if you had treated them as you did today?"

- Guide students to make a commitment not to prejudge people or things.

Concept

Justice (fairness) requires respect for the worth and dignity of individuals irrespective of race, religion, sex, or socio-economic level.

Instructional Objective

The learner will identify procedures which are not applied to all people equally and will evaluate those procedures in respect to justice.

Activities 12 - 13

ACTIVITY #12

TAKE A LOOK

Materials

- Chalk
- Chalkboard

Procedure

- Group students in a discussion group.
- Ask students if anyone knows the meaning of justice.
- Elicit from the students definitions of justice, i.e., fairness, respect for the rights of others, honesty, equal rights for all, impartiality, etc.
- Ask students to give examples of fair play at school, at home, etc.
- Ask students if they have seen or have been in situations where justice was not applied equally to everyone.
    - Where?(At home, at school, on the playground, in stores, etc.)
    - Why do you think this happens? (Answers will vary.)
- Elicit from students definitions of a group. (Boys/girls, a class, a family, women, handicapped people, etc.)
- Discuss the fact that sometimes members of one group treat other groups unfairly. Ask students if they can think of an example? (Answers will vary; another class at school, new students at school, handicapped people, etc.)
- Ask students if, on the playground, they have noticed any members of a group of children being unfair to a member of a different group?
- Ask students to describe the unfair act. (New students not being chosen for games, laughing at students who speak other languages, name-calling.)
- Ask students the following questions:

- How do you feel when you are not included in a group game?
- What could you do to help include other students?

- Record the ideas on the chalkboard.

Extended Activity

- Utilize ideas elicited from students to create a bulletin board.

ACTIVITY #13

TAKE ANOTHER LOOK

Materials

. Story

Procedure

. Lead a class discussion about the meaning of justice. Answers will vary.

. Ask how justice can be applied in school situations with reference to fair play in a game or a club activity. Elicit responses from students.

. Ask students to listen for evidence of unfairness in the following story.

. Tell students that they will supply the ending for the story.

Once there was a group of boys - noisy boys, except for Harwood. Harwood was a quiet person. He had good ideas, but nobody knew that because he never got a chance to express his ideas. The other boys were all too busy and too noisy to bother to listen to him.

The boys had a club. Frank was the president. One day they had a meeting to make plans to raise money for their club. Harwood knew how they could make beautiful pins using the dried seeds of plants that grew right outside the clubhouse.

But, as usual, everyone else shouted and yelled out his opinion during the meeting. Frank banged the table and asked that the meeting be quiet, but no one would be quiet except Harwood. The club members heard each other shout suggestions for a bake sale, a candy sale, and stamp collecting, but they never learned how to make the beautiful pins. Every time Harwood raised his hand to talk, which was supposed to be the rule, someone blurted out something else, and Harwood never got a chance to talk.

Suddenly Harwood realized that all he wanted was an equal chance to express his idea. He wanted the same chance as

everybody else. Harwood decided that he must make his friends see that he wasn't geeting an equal chance. He thought and thought about what he should do.

- Ask students what they thought Harwood decided to do. Elicit responses from several students.

- Guide students in role playing some of the suggestions. Select one of the suggested endings and have the suggestion maker take the role of Harwood. Choose other members of the class for Frank and other club members. Have students role play the full scene.

- Lead a discussion about the role playing. Ask, "How did you feel Harwood, when you knew you had a good idea but the other would not give you the chance to be heard?"

    - "In what way was Harwood treated unfairly?"
    - "How did you feel when Harwood tried to get your attention?"
    - "Do you think this was a good solution for the problem "Why?" "Why not?"
    - "Who can think of a different solution?"

Concept

Individuals and groups vary in the amount of influence (authority/power) they are able to exert in the process of making and carrying out decisions which affect their lives.

Instructional Objective

Given a situation in which authority/power is exerted, the students will identify:

Source or sources of authority/power
Justice/injustice
Attitudes and feelings

Activities 14 - 15

ACTIVITY #14

AUTHORITY/POWER

Materials

- None

Procedure

- Explain to students that you will be reading a short story situation to them and that the story is about a girl named Maria. Tell them that Maris is one of the few Mexican-American children at her school and that she had difficulty with her schoolwork, at first, until she learned to speak English. Ask them to listen carefully and try to decide who is in charge of the situation and also to decide whether or not Maria is being treated fairly.

- Read the following selection aloud to students:

  Maria could hardly wait for recess time. Yesterday, during physical education, her teacher had taught the class how to play Four Square and Maria could tell right away that it was a game she was able to play very well. She looked up from her workbook and stared at the clock, wishing she could push the hands of that clock closer to recess time. She wanted to hurry out and try her new skill at playing Four Square. Finally, the teacher said, "Put away your things, boys and girls, it's time to get ready for recess."

  When the bell rang, Maria hurried to the Four Square area and arrived soon enough to be "in" and start the game. She played well and didn't realize, at first, that she was putting several other children "out" by her skillful playing. All at once she heard voices yelling, "Get her! Get her out. Come on, guys!" Just then she returned a serve right past the outstretched hand of a boy. The ball bounced close to the line, but fair, and then rolled out of bounds untouched.

  "You're out!" shouted the boys. Maria now realized that she was the only girl at this area. "You're out! The ball didn't bounce fair." shouted the boys again.

"It was a fair ball! It bounced inside the line," Maria yelled back. She looked toward the play leader, who was a boy in a higher grade, and hoped that he had seen the ball bounce fair.

"You're out, kid," said the play leader with a smirk. The other boys cheered, and Maria walked away with her head down.

- Conduct a discussion of the story. Lead students to determine the source of sources of authority or power, any inequalities of justice, and to identify the probable attitudes and feelings of the characters in the story as well as their own attitudes and feelings. The following sample questions may be used for discussion:

    - Who had the authority in this story? Who was in charge? (The teacher was in charge in the classroom. The play leader was in charge of the game.)
    - Does being in charge mean that a person is always fair? Why or why not?
    - What happened in this story that wasn't fair? (Maria was called "out" when she should not have been.)
    - Why do you think the boys yelled "Get her! Get her out?" (Perhaps they were jealous of her skill. Perhaps they didn't like to have a girl winning the game. Perhaps they were prejudiced because she was a Mexican-American.)
    - Why do you think the play leader told Maria she was "out?" (Maybe he didn't see the ball. Perhaps he felt the same as the other boys about Maria's excellent playing. He may have been prejudiced himself or influenced by the attitudes of the other boys.)
    - How did the story make you feel?
    - Can you think of any other situations in which the person in charge did not act in a way that was fair? Tell us about them.

- Conclude the discussion by broadly defining "authority/power." (See glossary.)

- Explain to students that they have discovered that having authority does not always mean that a person will use that authority in a manner that is just and fair. Explore with students various ways in which an unfair use of authority might be dealt with or managed.

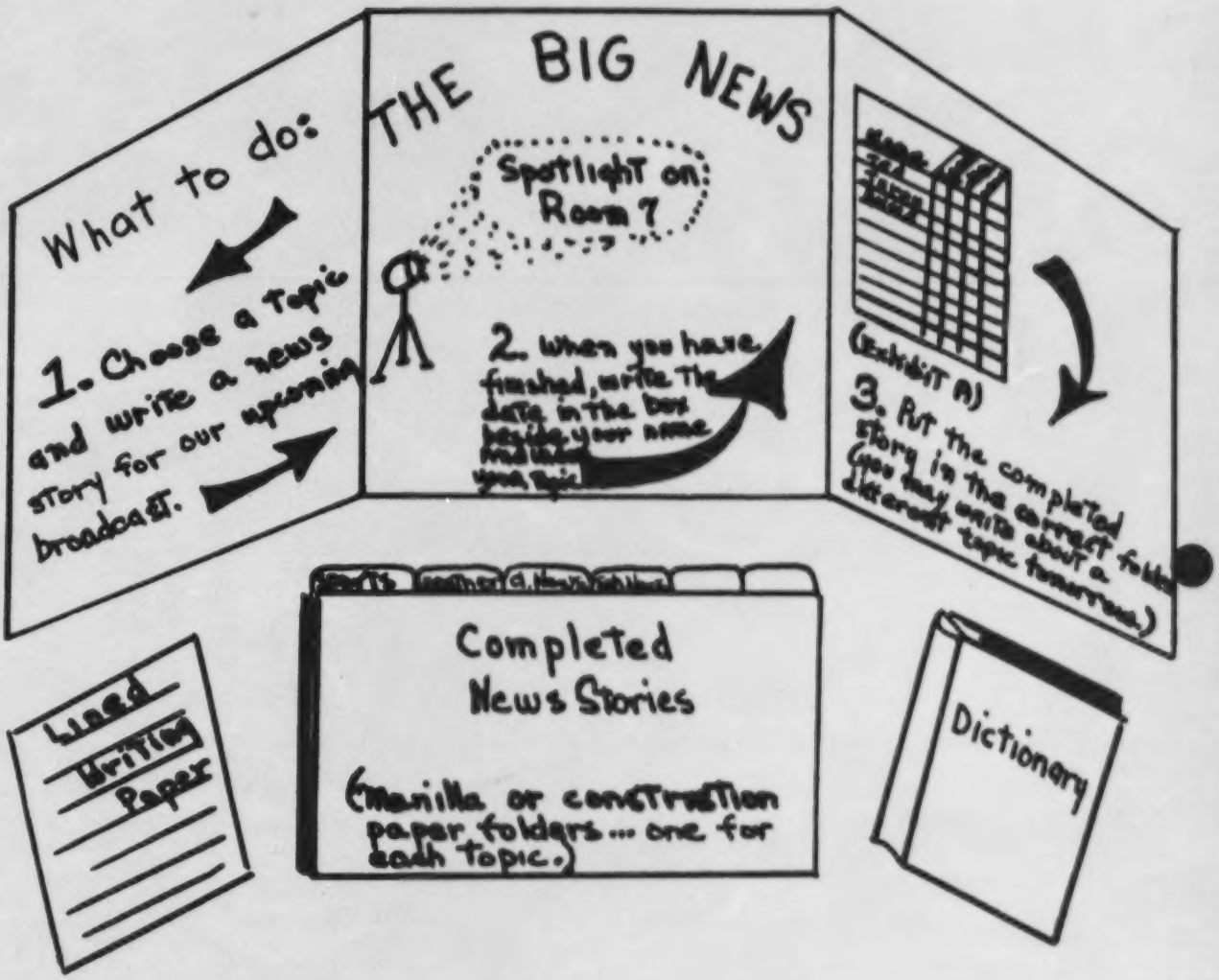
Extended Activity

- Allow students to role play the above story by providing a more just ending to the story.

- Allow students to write and illustrate stories about some unjust use of authority which has affected them. Have them describe in their story a just solution.

ACTIVITY #15

THE BIG NEWS - LEARNING CENTER


What to do:
1. Choose a topic and write a news story for our upcoming broadcast.
THE BIG NEWS
Spotlight on: Room 7
2. When you have finished, write the date in the box beside your name and
3. Put the completed story in the correct folder. (You may write about a different topic tomorrow.)
(Exhibit A)
Completed News Stories
(Manilla or construction paper folders... one for each topic.)
Lined Writing Paper
Dictionary

Materials

- Student dictionary
- Pencils
- Lined writing paper

- Five manilla file folders or construction paper folders.
- Pupil record sheet with all students' names listed - Exhibit A
- Tri-fold cardboard backdrop or bulletin board

Procedure

- Construct a learning center.
- Ask students to tell how they think a television news show is broadcast.
- Explore with students the many parts of a news broadcast, i.e., local news, national or international news, sports, weather, entertainment reviews, special features, etc.
- Ask students if they have any idea who has the authority to decide what news to report and what not to report.
- Help students to conclude that decisions must be made about news reporting because only a limited amount of news may be broadcast in one half-hour program.
- Ask students to consider whether decision-makers could limit the news in such a way that might be unfair. Ask them to explain how this might be accomplished.
- Tell students that they can participate in a classroom activity which will result in the production of a mock television news broadcast. The broadcast may be taped if equipment is available.
- Explain that the news broadcast will be concerned with school news only and will include the following topics:
    - Classroom news (events happening in their own room)
    - Schoolwide news (news from any other room or office).
    - Sports (news from the playground).
    - Weather.
    - Film review (be sure to show a film during this week which may be "reviewed").
- Introduce the learning center and set standards for its use. Tell students that they will all be news reporters for the next week. Explain the pupil record sheet carefully so that students, and you, can keep track of work in progress at this center.
- Explain that after one week, or two weeks, the news will be edited and prepared for broadcast by some individuals who will have the authority to decide what will or will not be televised.

- During the week, or two weeks, that this center is in active use, monitor it daily to see that standards are maintained and the pupil record sheet is kept up-to-date. Encourage students in their efforts.

- At the end of one week, or two weeks, inform students that their news-writing center is closed and that it is time to begin preparing the news for broadcast.

- Tell students that the news must now be edited and briefly explain that this task involves selecting, revising, or cutting news stories in order to meet the time limits of the news program.

- Tell students that one editor will be needed for each of the 5 news topics and that the program will also need an executive producer who has the most authority and makes the final decisions as to time allowances and story content.

- Select by any method 6 individuals to assume the following roles:

    - Classroom News Editor
    - Schoolwide News Editor
    - Sports Editor
    - Meteorologist (weather scientist)
    - Entertainment Editor
    - Executive Producer

- Explain that the news broadcasters who are seen on television usually are not involved in writing or editing the news but they may have some part in program planning at some television stations.

- Select by any method 3 to 5 news broadcasters:

    - Classroom News Broadcaster
    - Schoolwide News Broadcaster
    - Entertainment Broadcaster

    } may be combined

    - Sports Broadcaster
    - Weather Broadcaster

- Set a strict time limit of 10 or 15 minutes for the news broadcast.

- Allow at least one day for news editors to select and revise their news stories. (Inform them that they must not tell their classmates which news items are being selected for broadcast.)

- Encourage the executive producer to work out a time frame allowing each news topic a given number of minutes. Explain that each topic may not need to have an equal number of minutes of "air time " Give any teacher assistance needed in order to set the structure of the program but do not make any decisions for the producer!

- Remind the executive producer that it is his/her task to review the news editor's story selections and to approve them for broadcast.

- Allow the editors and broadcasters time to rehearse, paying particular attention to the time limits.

- "Broadcast" the program for the entire class. Adhere strictly to the 10 or 15 minute time limit. Use video tape if available, or tape record the broadcast for future reference and discussion.

- Immediately following the broadcast, conduct a discussion leading the students to identify sources of power or authority in the simulation experience, any inequalities of justice, and their attitudes and feelings about the broadcast itself. The following sample questions may be used for discussion:

    - Who had the most authority or power in our news broadcast? Who was the boss? (The executive producer.)
    - Who else had authority or power? (The editors.)
    - How about all of the rest of you? Didn't you have authority or power? (Perhaps we had some power because we selected the events to write about.)
    - Did the broadcasters have any authority? Why or why not?
    - Do you think the producer and editors were fair in selecting news to be broadcast? Explain why you think they were or were not fair.
    - How did those of you whose stories were not used feel about that?
    - How did you, our editors and producer, feel about being in charge? Did you like it? Did you worry about what your friends would think about your decisions?
    - If we were to begin this activity all over again, could you think of a better way to do your job that would be more fair to everyone?

- Conclude the discussion by broadly defining authority/power, (see glossary), and exploring with students the idea that having authority does not ensure that the authority will be used in a just and fair manner. Explore with students ways in which the unfair use of authority might be limited. In this simulation

letters appealing to a higher authority could be written to the T.V. station. In a real situation, letters could be written to the T.V. sponsors.

- Elicit from students the conclusion that the media is a powerful force in our country and that each individual must be aware of the power exerted and alert to injustices which could be directed toward certain groups of people or to individuals.

Extended Activity

- Option #1 - This simulation could be shortened in the following way:
    - Divide class into 5 groups.
    - Give each group a topic (sports, etc.).
    - Ask each group member to write one news story on his/her topic.
    - Proceed with simulation from the point at which the news writing center is closed and broadcast preparation begins.
- Option #2 - The entire simulation could be modified to produce a newspaper rather than a news broadcast.

Extended Activity

- Have students view televised news broadcast from more than one station in a single day and discuss any differences in point of view. Attempt to determine the motivation for differences in news reporting.
- Have students compare news events reported on television to the same events reported in at least two newspapers and discuss any differences.
- Write letters to television stations or newspapers if it is felt that news is being reported in any unjust manner.

Exhibit A

THE BIG NEWS

(Stories Completed)

NAME OF STUDENT	Classroom News (from our room)	Schoolwide News (from other places in school)	Sports	Weather	Film Review

Concept

Property is something which is or may be owned or possessed by an individual, by a group, or by the public.

Instructional Objective

The learner will identify one or more examples for each form of ownership:

Individual ownership
Group ownership
State ownership

Activity 16

ACTIVITY #16

COMMUNITY PLANNING

Materials

- Chalk
- Chalkboard
- Chart paper - butcher paper
- Suggested community plan
- Milk cartons, art materials, and marking pens are optional

Procedure

- In a class discussion setting, ask the following questions:
  - What is property? (Something owned: land, goods, or money.) Elicit examples of personal possessions and family possessions.
  - Can an individual own property?
  - Could a group of people own property?
  - Under which circumstances could a group of people own property together?
  - Could the public own property? (Parks, playgrounds.)
- Present the following or a similar hypothetical situation to the group.

  You have grown up. You are adults. You have been offered an opportunity to take your family to a new area where there are unlimited supplies. You have an unlimited amount of money. There is a large river and a major highway bordering two sides of this large plot of land.

- Present the task of planning their own community to the class.
- Elicit the need for and explain:
  - A community layout plan showing the boundaries of the land including the river and main highway.

- Residential sections for personally owned family dwellings. Explain where these sections are usually located.
- Industrial section for group or individually owned large businesses. Explain where these are usually located.
- Community service agencies section for individually owned and group owned small businesses such as markets, theaters, gas stations, etc. Explain where these may be located.
- Recreational and educational facilities section for parks, schools, playgrounds which are publically owned. Explain where these are located.

- Divide the class into small groups and have each group plan a community, or continue the lesson as a class project.

- Suggest that each student is entitled to purchase land and locate something on that land, i.e., an individually owned family dwelling for the residential section, a small or large business or industry owned individually or by a group.

- Suggest that the entire group or class decide upon the locations of publically owned schools, parks, etc.

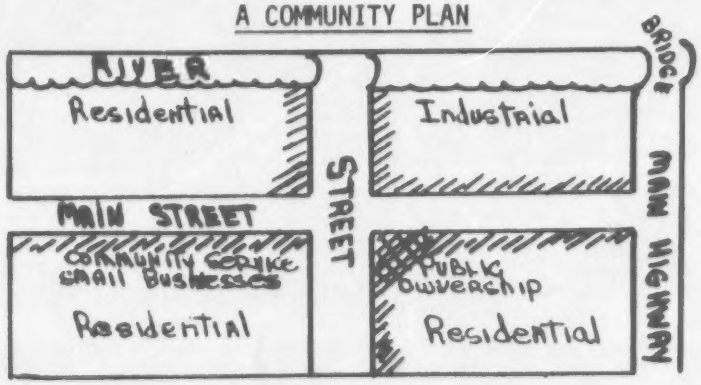
- Have the members of each group show the entire class their community location plan and explain and give examples of:

  - Areas for individually owned structures.
  - Areas for group owned structures.
  - Areas for publically owned structures.

- Have the students actually plot their community on large pieces of butcher paper. Have students locate and plan streets, river, bridges, landscapes, etc.

- Have students construct structures out of painted milk cartons, etc., and place them on the butcher paper layout.

A COMMUNITY PLAN



Concept

Property is something which is or may be owned or possessed by an individual, by a group, or by the public.

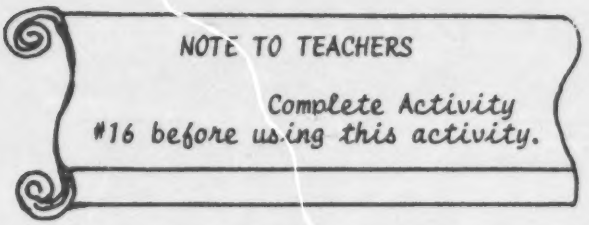
Instructional Objective

Given a situation in which ownership of property has been denied, the student will describe the inequalities of justice and the attitudes and feelings resulting therefrom.

Activity 17

ACTIVITY #17

TO BUY OR NOT TO BUY



Materials

- Copies of 7 situations - Exhibit A

Procedure

- Ask students to recall the model community which they have discussed and constructed.
- Have students review the various types of property ownership, i.e., individual, group, public.
- Read to the class the following situation in a class discussion setting.

  Our community has been in existence for 20 years now and it is prospering. Many of the original planners have moved away for one reason or another. Some of their homes and businesses are for sale. The original owners would like to sell their property in order to gain money to purchase elsewhere. They have placed their property in the hands of a real estate person who will try to sell for them.

  One piece of property for sale is a beautiful dream house located on the river bank. It has a private boat dock, pool, patio, tennis court and everything you've ever wanted.

  Each of you have worked very hard to own such a house. You have an excellent job which pays more than enough money, and your job is secure. You also have good credit ratings.

- Divide the class into 7 groups. Arrange the groups in different areas of the room.

- Have each group select a real estate broker.
- Inform each group that they are not to let anyone outside their group know their situation until the discussion with the entire class.
- State that the situation they will receive does occur and that the situation is not meant to be funny but to be treated very seriously.
- Allow one member of each group to draw one of the 7 situations to take back to his group.
- Let each group member read this situation silently.
- Allow time for each group to plan either a panel discussion or a role playing situation between the real estate broker and family members. Make sure each group member has a role to play. The content of the role playing should be based on the "situation."
- Have the members of each group present their situation either as a panel discussion or in role playing to the entire class bringing out:
    - Prejudice and discrimination shown.
    - Inequalities and equalities of justice depicted.
    - Attitudes and feelings of the family as prospective buyers.
    - Misconceptions stated in the situation.
- Guide a discussion with the entire class after each situation.
    - Stress the need to recognize and to correct inequalities of justice where inequalities exist.
    - Stress the attitudes and feelings of each family member that can result from inequality.

Exhibit A

REASONS WHY YOU MAY/MAY NOT BUY YOUR DREAM HOUSE

1. You may not buy your dream home. You are a black family. Even though you have a good job, because you are black you cannot be counted upon to pay your bills and keep up your property. Black people are not allowed in this neighborhood.

2. You may buy the house. You are a member of the white race; therefore, you pay your bills on time and would keep up your property.

3. You may not buy the house. You are a divorced single woman with a family to support. You have a good paying job; however, we do not sell homes to single women because they cannot be counted upon to pay their bills. They are often absent from work because of illness or tending their children. A woman's place is in the home keeping house and not depriving a man of a job.

4. You may not buy the house. You are of Indian descent. This property is located near an Indian reservation. It is felt in this community that Indians cause too many disturbances by riding their horses up and down the street and yelling war cries.

5. You may not buy the house. You are a well-known professional family and certainly have a good job and enough money; however, Mexicans speak a foreign language and have too many children.

6. Yes, you may buy the house. You are an Asian family, and you own a good paying landscape business. Asians are known and respected for their well-behaved children who never get into trouble and for the beautiful way they keep up their homes.

7. No, you may not buy the house. You are a white family. Although you have enough money in the bank for a down payment, our records show you recently were laid off work. You are now unemployed. We feel you may not be able to keep up the payments. You are on unemployment insurance now. The public taxpayers should not be made to support your new home.

Concept

Banks are service institutions and as such provide services which benefit both the bank and its patrons.

Instructional Objective

The learner will identify the services offered by the bank and the benefits of those services to the bank and to its patrons.

Activity 18

ACTIVITY #18

BANK SERVICES

Materials

- Chalk
- Chalkboard

Procedure

- Lead a class discussion about businesses which provide a service to people of a community.
- Discuss and list on the board some service institutions and the services they provide. Discuss how each is reimbursed for services:

Telephone Co.	- places calls	- customers pay money
Gas Co.	- provides gas	- customers pay money
Water & Power Co.	- provides water & electricity	- customers pay money
Post Office	- delivers mail	- postage

- Discuss the services that banks render.
- Elicit and list bank services, and give examples of how each service benefits the patrons:
  - Banks change money.
  - Banks hold money for safe keeping in savings accounts.
  - Banks hold valuables for safe keeping in safe deposit boxes.
  - Banks hold money in checking accounts for future withdrawal by checks written by the person who has the account.
  - Banks loan money to patrons for homes, cars, etc.
  - Banks keep track of the unspent balance in each customer's bank account.
  - Banks cash checks.
- Elicit answers to the following questions:
  - Banks render all these services and many more. Do banks send people a bill charging for these services as does the telephone company, etc.? (Banks usually

charge an account a small fee for each check the customer writes. Banks charge a fee for rental of a safe deposit box.)

- If banks do not send a bill for all services rendered, what are the benefits to the bank for rendering these services? (Banks use the money deposited for safe-keeping to loan to others who pay a monthly fee to the bank for the use of the money. This fee is called interest. The banks reinvest in other businesses which pay the bank money called dividends.)

- Ask students to summarize answers to 3 questions:

  - What services do banks provide?
  - How do these services benefit patrons?
  - How do these services benefit the bank?

Extended Activity

- Begin a unit on banking. Have students:

  - Change money.
  - Write checks, cash checks, keep a checkbook.
  - Research information about how a person qualifies for a loan.
  - Visit a bank, and ask about services.
  - Compute interest.

Concept

Banks are service institutions and as such provide services which benefit both the bank and its patrons.

Instructional Objective

The learner will identify those groups of people who are not eligible to benefit from bank services, the reasons why services have been denied, and evaluate the reasons for the denial.

Activity 19

ACTIVITY #19

WHO IS ELIGIBLE

TEACHER'S NOTE:

This activity should be preceded by Activity #18.

Materials

- Chalk
- Chalkboard

Procedure

- Have students recall the services provided by the bank as studied in Activity #18.
- Have students recall the benefits to patrons of the bank.
- Have students recall the benefits of these services to the bank.
- Ask these questions:
    - Are these bank services available to everyone?
    - Is there anything a person must have in order to use bank services?
- Elicit the response, "A person must have money in order to
    - charge
    - open a savings account
    - open a checking account
    - pay for a safe deposit box
    - acquire a loan for a car, house, etc."
- Ask the question, "Would money be all a person needed in order to acquire a loan for a new automobile?"
- Relate the following situation:

A person would like to buy a new automobile which costs $7,000. The person has saved $2,000 and wants to borrow $5,000 from a bank.

- Ask the following question:
  - If you were the person in charge of making loans at the bank, would you loan $5,000 to this person? Why or why not?
- Ask the question:
  - What information would you need to be sure that the bank would get its money back?
- List student responses on the board, i.e.,
  - Income information. (Define income)
  - Employment information. (How much money is earned per month.)
  - Property owned. (The value of property owned.)
  - Existing loans. (How much money is owed on existing loans, if any.)
  - Character references. (Statements from people saying the person is of good character.)
  - Credit references. (Statements from business concerns stating bills are paid on time.)
- Ask the question:
  - If all this information is needed to secure a loan, who may not be able to secure a loan from a bank?
- Elicit responses from students, and list responses on the chalkboard. People who may not be able to secure a loan are:
  - People who are jobless.
  - People with a low monthly income.
  - People who own no property and can provide no collateral (define collateral).
  - People with poor credit references.
  - People of an ethnic minority who live in a ghetto or barrio.
  - Single women.
- Examine and evaluate the validity of a loan refusal to each of the above groups.
  - Is a lack of a job a valid reason for refusal for a loan?
  - Is a lack of money a valid reason for refusal for a loan?

- Is a lack of real property a valid reason for refusal of a loan?
- Is a lack of favorable credit references valid?
- Is being a member of an ethnic minority and living in a getto a valid reason for refusal of a loan?
- Is being a single woman a valid refusal of a loan?
- Which of the above is an example of discrimination or prejudice?

Extended Activity

- Have students visit a bank. Arrange to have students talk with the person in charge of making loans. Ask about loan qualifications for:
  - Minorities
  - Women
- Ask about redlining:
  - Are loans made for property in a redline area?

Concept

Banks are service institutions and as such provide services which benefits both the bank and its patrons.

Instructional Objective

The learner will identify those groups of people who are not eligible to benefit from bank services and reasons why services have been denied.

Activity 20

ACTIVITY #20

REDLINING

Materials

- Chalk
- Chalkboard
- Newspaper article "An Answer to Redlining," Los Angeles Times, Sunday, January 16, 1977.

Procedure

- Have students recall the lesson Who is Eligible, Activity #19.
- Have students recall the information required of patrons by banks when patrons wish to secure a loan.
- Ask the question, "Do you think that any person, no matter where he lives, could secure a loan if he has a stable income, owns sufficient collateral, has good character and credit references, and has a secure job?"
- Distribute copies of the newspaper article, "An Answer to Redlining", from the Los Angeles Times, dated January 16, 1977.
- Direct children to read the article and to keep in mind the following questions which have been listed on the board.
    - What is "redlining?"
    - Who is reluctant to lend money?
    - Why would a lending agency be cautious about lending money to a person for the building of a dwelling in a redlined area?
- Lead the class in a group discussion upon the completion of the reading of the newspaper article.
- Elicit discussion concerning the following:
    - What is redlining?
    - Who is reluctant to lend money?
    - Where do you suppose these "redlined" areas exist?

- Who lives in these areas?
- Do you think the lending agencies reluctance to lend money to people for building or remodeling houses in this area is justified? Why or why not?
- Do you think the charges of discrimination against ethnic minorities is justified?
- What is going to be done about this practice?
- What is the HOPE program? (Home management and money management training.)
- Do you think the HOPE program will help do away with the problem of redlining? Why or why not?

Los Angeles Times
SUNDAY, JANUARY 16, 1977

DICK TURPIN

An Answer to Redlining

Lending institutions' reluctance to loan money on the building or remodeling of dwellings in certain areas has given us a very descriptive word, redlining.

This imaginary red-circled line around a deteriorating neighborhood has been the subject of public hearings and outcry, including charges of discrimination against minorities.

Principally, the lender's argument has been that any responsible banker would be very cautious about lending money on a house in a "bad" section of town, regardless sometimes of the loan seeker's ability to pay.

Public Hearing

Complaints from rejected loan seekers finally led to public hearings last year and now, optimistically, some good is coming out of the controversy.

During the verbal jousting, it had become obvious that the public needed information and education about such various aspects as home ownership, financing, maintenance and taxes.

It was also obvious that there was a void of leadership, understanding and cooperation between lending agencies and community groups.

Locally, Mayor Tom Bradley has just announced an energetic plan to cope with the issue. Symbolically, it is called the HOPE program—the Home Ownership Opportunities Programming Effort.

No Charges

Starting Jan. 27, it will provide a two-pronged attempt to reduce home foreclosures and loan delinquency through one-on-one mortgage counseling and a series of 10 home-management training seminars in—you guessed it—12 of the areas where redlining has been a sore spot. There will be no charges for either service.

And who's underwriting the cost? The very financial institutions who have been among the redliners—banks, savings and loan associations and mortgage brokers—have contributed $44,000 to date, to make HOPE operative, along with a state grant of $15,000.

The ambitious and commendable HOPE program, which if effective could become a model for other urban areas, grew out of recommendations from the Mayor's Task Force on Reinvestment. A cross section of representatives of lending firms, public agencies and community anti-redlining organizations provided the input.

The monthly home management seminars commencing Jan. 27 will start at 7:30 and continue for 90 minutes, including a question and answer session. Each site is a school in Van Nuys, Venice, West Adams, North Hollywood, Highland Park, El Sereno, San Pedro, Harvard Park, Watts, Echo Park, Pacoima and Chinatown.

Subject matter will cover what homebuyers need to know when purchasing property, how to manage money and maintain credit, how taxes are assessed, how to improve a home by budget decorating, landscaping and gardening, home security and tenants' rights.

"We know that funneling new investment dollars into redlined communities will not be enough to solve the problem of deteriorating neighborhoods and the redlining which compounds it," Bradley said.

"We have a responsibility to see that people who get loans understand the kind of financial burden that means. If we don't try to meet that responsibility, we leave ourselves open for foreclosures, delinquencies and home abandonment."

Informed residents, he added, can make informed homebuying and home management decisions by understanding obligations of home mortgages and consumer credit.

"They understand that good home maintenance protects the equity in their property. They are the ones who create a positive atmosphere for reinvestment in redlined or mortgage-deficient areas of the city."

Effective Jan. 27, persons facing the possibility of foreclosure or troubled by other credit problems may phone the HOPE number—485-HOME—and make an appointment for a private session with one of 200 volunteer personnel from the participating and sponsoring organizations and agencies, listed below. Calls will be accepted from 8 a.m. to 5 p.m. weekdays.

Titles of the respective seminar sessions, dates, locations, sponsors and firms providing staff assistance follow:

Jan. 27, Buying the Great American Dream; Feb. 24, Getting Your Financial Act Together or How to Keep from Drowning in Debt; March 24, How to Get the Money—Financing Home Purchase and Home Improvements; April 28, Taxes; May 26, Know Your Rights and Responsibilities; June 23, Grow Your Own; July 28, Saving Dollars on Decorating and Moving; Aug. 25, Don't Move—Improve; Sept. 22, Protecting You and Your Property and Oct. 27, Organize Your Neighborhood.

Lenders who have made commitments to HOPE: Bank of America, Bank of Montreal, Broadway Federal Savings, Canadian Bank, California Federal Savings & Loan, California Independent Mortgage Broker's Assn., Chicago Title Insurance Corp., City National Bank, Coast Federal Savings & Loan, Citizens Savings, First Federal Savings of Hollywood, Gibraltar Savings, Glendale Federal Savings, Great Western Savings & Loan, Home Federal Savings of San Diego, Home Savings & Loan, Imperial Savings, Lloyd's Bank, Marina Federal Savings, Prudential Savings, San Fernando Valley Savings, Security Pacific Bank, State Mutual Savings, Union Bank, United California Bank, U.S. Life Savings, Wells Fargo Bank, Westdale Savings and World Savings.

The HOPE program has been made possible through the staff assistance of the following organizations: The American Society of Interior Designers, California Savings & Loan League, California Moving & Storage Assn., California Assn. of Realtors, Consolidated Realty Board of Southern California Inc., Community Redevelopment Agency, City Housing Authority, Los Angeles Police Department, Legal Aid Foundation of Los Angeles, Los Angeles Fire Department, Lumbleau Real Estate Schools, Los Angeles County Assessors Office, Los Angeles Bar Assn., Office of City Attorney Burt Pines, Prudential Insurance Company of America, Slayton Realtors, Southern California Assn. of Governments (SCAG), Southern California Nurserymen, Shari's Interior Designers Inc. and TICOR Mortgage Insurance.

Concept

The economic well-being of individuals within a free enterprise society is dependent upon productive interrelationships between labor, management, and capital, and upon the opportunity of individuals to participate in that relationship.

Instructional Objective

The learner will identify aspects of a free enterprise business and will identify some functions of individuals within a free enterprise society.

Activity 21

ACTIVITY #21

FREE ENTERPRISE

Materials

- Chalk
- Chalkboard

Procedure

- Begin a class discussion by referring to a personal need:

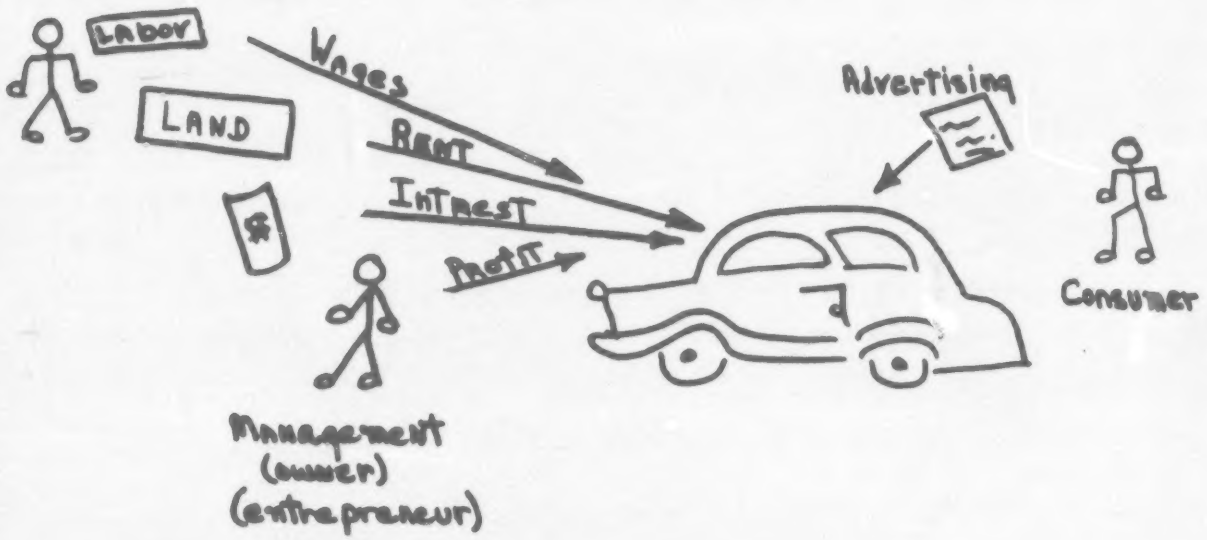
  I spent most of this weekend shopping for an automobile. Mine is quite old. Since I have a long distance to drive to work, I need a dependable form of transportation. However, I visited so many showrooms that I began to feel quite confused. Then a good idea came to me. I would seek the thinking of thirty people rather than rely upon the thinking of just one person. Let's explore my questions together:

  1. What cars do you recommend?
  2. Why are automobiles at the showroom so expensive?
  3. My father recommends a Studebaker; why can't I find one?

- List the questions on the board while the group begins to ponder the questions.
- Draw the outline of a car on the board.
- Ask the students to give some suggestions for question #1.
- Ask one student to record some of the suggestions on a slip of paper.
- Ask students how they learned about the cars they suggested. Responses may be, "My parents have one," "I read about it in the paper," "I saw a T.V. commercial."
- Ask the group to think of all of these as ways of advertising, and write the word "advertising" on the chalkboard to the right of the car.

- Suggest that a stick figure of a person be drawn near the car.
- Explain that the stick figure represents the customer or buyer.
- Ask students to give another term that can be used in place of customer. (Consumer.)
- Record "consumer" near the stick figure.
- Ask students to respond to the second question. Some answers may be:
    - The owners must pay rent for the showroom and lot.
    - The owners must pay the salespeople.
    - The cars have to be shipped from the East.
    - The materials cost a lot.
    - There may have been a labor strike.
    - The owners have to make a profit.
    - The owners pay to advertise so that more people will come in to buy cars.
- Acknowledge these as being very good ideas, and suggest a simple graphic way of recording them on the chalkboard. "Let's use one word for each idea you've given and draw a line to the car to indicate that these costs go into the price of the car." (See diagram.)

ELEMENTS OF PRODUCTION



- In class discussion develop these facts:
    - Each automobile must be priced so that it bears a share of the total operational expenses.
    - The manager or entrepreneur pays himself/herself from the profit.
    - Capital may represent the money of other people (banks, loan company) and must be paid back with interest.
- Use the following questions to help develop the above facts:
    - What would be the wisest way for a person to get the money or capital he/she needed to start a business?
    - How could this person or entrepreneur pay him/herself?
    - Before the manager sets a price on the automobile, what things must be considered? (Salaries, rent, profit, etc.)
- Ask the students to give their answers to the third question. The answers might indicate that:
    - The car was not popular.
    - Other cars were cheaper.
    - Other cars had better lines.
- Summarize the discussion by saying, "Your answers indicate that people stopped buying and that manufacturers make the things that people want to buy. When some people buy, other people have jobs which pay them so that they can buy."
- Encourage the class to check the chalkboard diagram to see if it reflects this statement.
- Direct the students to think about the wages paid to labor. Ask these questions:
    - Does the manager pay the workers anything he wishes?
    - Who looks after the needs of workers? (Unions)
- Conclude by saying, "We have looked at the purchase of one automobile and have seen how it affects the lives of many people. We have examined one way that our economy works to benefit each one of us. We can, through individual projects, learn more about the workings of our economic system."

<u>Extended Activity</u>

- Have students make "ads" to see a new product.
- Have students make a comparative study of the prices of a product (apples), at various markets within a given week.

- Have students graph the prices listed for three popular products for a month and explain any change in cost.
- Have students begin a study of the stock market.
- Invite business persons to come to the classroom as speakers.

Concept

The economic well-being of individuals within a free enterprise society is dependent upon productive interrelationships between labor, management, and capital, and upon the opportunity of individuals to participate in that relationship.

Instructional Objective

The learner will identify factors which may interfere with full participation in a free enterprise economic system and offer a possible solution to correct interference.

Activity 22

ACTIVITY #22

TRIPLE LOSS

Materials

- Deck of 36 Triple Loss cards (teacher made)
- Pencils
- Papers for scores
- Marker pen
- Ruler
- "Points" list

Procedure

- Make 3 cards for each of the following categories. Include the point value on each card.

10 Highways	10 Post Office	10 Savings & Loan
10 Banks	5 Labor Union Member	8 Consumer
8 Advertising Agent	9 Management	9 Steward
0 Refrigeration Expert	0 Plummer	0 Electrician

- Explain the directions for playing the game.

  The game is played by four or less people and with 36 cards. Each card has a number and the name of a skill or service on it. Three very valuable skills have been given "0" points. Reasons for this may be found on "Points" list.

- Read the following "Points" list to learners.

"POINTS" LIST

1.	Highways Post Office Savings & Loan Banks	Render a needed community service....*10 points*
2.	Management	Keeps businesses operating efficiently....*9 points*
3.	Steward	Works to achieve benefits and rights for union members ....*9 points*
4.	Consumer	Helps to maintain the economy with his/her purchases.... *8 points*
5.	Advertising Agent	Encourages consumer spending choice of products....*8 points*
6.	Labor Union Member	Supplies skills needed in business and industry....*5 points*
7.	Refrigerator Technician	Has blue hair and may not be hired....*0 points*
8.	Plumber	Is member of Readers' Club and may not be hired nor join union....*0 points*
9.	Electrician	Believes that the world is round and may not be hired ....*0 points*

- Ask learners what they think about the reasons used for not giving employment to the last three mentioned on the above list. Ask what the criteria for hiring in each case should be.

- Ask these questions:

    - If a person is denied jobs because someone does not like his/her looks, how does this injure that individual

economically? How do we all lose as a result of this type of treatment?
- What would be a fair method of hiring?
- How would you feel if you were one of these three people?

- Select four students to demonstrate one hand of "Triple Loss."

- Read directions to learners.

DIRECTIONS

- Distribute pencils and score sheets to players (4).
- Mix the cards and begin the game by dealing each player 9 cards face down.
- Each player looks at his/her hand of cards. If he/she has a set of three of a kind, he/she lays it down on the table in front of him/her.
- The dealer begins play by drawing 1 card from the hand of the player on his/her left.
- If this pulled card makes a set, the player lays that set down.
- The play continues to move left until each player has had a turn to pull a card.
- Each hand or round ends when one player has laid down 3 sets.
- Each player totals the numbers on the cards he/she has laid down and records the sum on his score sheet.
- The game continues for 4 rounds or hands.
- Players total the sums of all four rounds. The player with the highest score wins.

- Ask the winner how it feels to be a winner.

- Ask others how it feels to be a loser.

- Make game available for use at a learning center.

Concept

The economic well-being of individuals within a free enterprise society is dependent upon productive interrelationships between labor, management, and capital and upon the opportunity of individuals to participate in that relationship.

Instructional Objective

The learner will identify factors which may interfere with his/her full participation in the economic system and offer a possible solution to correct this interference.

Activity 23

ACTIVITY #23

CANDY FACTORY

Materials

- 5" x 8" cards (one for each member of the class)
- 4 cards with a green ear
- 3 cards with a blue hand
- 1 card with purple hair
- Risk cards - "Green ears may not work here."
  "Blue hands don't work well"
  "No one has seen purple hair before. We're not ready for you"

Procedure

- Have the students sit in a circle.
- Begin the activity by saying,

  "Let's pretend that our room is a big candy factory and that each of us wants a job in that factory. All skilled workers have cards. Everyone who works in the factory must have a card. Since each of you is a skilled worker, you may select one card."

- Have children select their cards.
- When all have selected their cards, read the three risk cards.
- Direct students to look at the card they have selected. Tell them that they are going to be hired to work on the basis of the card that they have.
- Direct everyone who has a card to move to the back of the room.
- Observe the group, and then ask to see each persons card.
- When you see the blue hand, purple hair or green ears, exclaim in a very apologetic and surprised manner, and refuse to hire these people because of the identifiable differences, i.e.,

- "Oh, I'm sorry, but we can't have green ears working at this factory. You will have to be seated."
- "My, I'm sure you people with blue hands are nice, but this isn't the best place for you. Come back next year. Maybe you had better sit with green ear people."
- "The other workers have never seen a purple hair person, and I don't think this is the best time for them to meet one. You sit with those other people."

- Observe the rejected group of learners, and draw the classes attention to what has happened, and to the way that this little group might feel, i.e.,

  - "Our friends do not seem to be happy about being left out of the game. If they don't have a job, they won't have money to buy our candy."

- Call the class into a discussion circle.

- Ask the rejected students to express their feelings about the cards they pulled.

- Ask these questions:

  - Was this a fair way to select workers? Why not?
  - How did the person at the factory know that he/she had hired the best workers?

- Give the learners time to discuss the above questions. Ask students to think of ways that they believe would be fair in hiring. List the ways on the chalkboard.

- Have learners discuss how they think adults might feel if they do not receive a job because of their color.

- Suggest that the learners plan the factory experience another day with a better and fairer set of rules for all players.

Extended Activity

- Have the learners design and make their own union cards.

- Have the learners plan the job classifications for their factory.

- Have the learners plan to make candy and list the jobs needed to complete the function.

- Have the class determine what the initial cost would be.

- Have the class determine the way by which they will obtain the candy ingredients.

- Have the class make the candy.

Concept

The economic well-being of individuals within a free enterprise society is dependent upon productive interrelationships between labor, management, and capital and upon the opportunity of individuals to participate in that relationship.

Instructional Objective

The learner will participate in a discussion about the structure of a free enterprise system and identify roles in that system.

Activity 24

ACTIVITY #24

ROLES IN FREE ENTERPRISE

Materials

- Chalk
- Chalkboard
- Pen
- 5" x 8" blank cards
- Bulletin board

Procedure

- Ask students to think of the things that they might want if they were grownup. List the responses on the board, i.e.,
  - a car
  - lots of clothes
  - jewelry
  - furs
  - a pool
  - a big house, etc.
- Ask the learners to think of what they would need to obtain these things. The responses might be "money" or "jobs."
- Ask students to think of the things that humans need. Record the student responses on the chalkboard under the heading "Needs," i.e.,
  - houses
  - food
  - clothing, etc.
- Ask students how a person living in a city could obtain the things listed. Student response will probably be, "to make them," or "to buy them."
- Ask students what people use to make purchases. Responses may be, "money, charge accounts, contracts."
- Encourage students to think about the two columns they have listed on the chalkboard, i.e., "Needs" and "Wants."

- Ask students what people could use to obtain the things in each of these columns, i.e., money.

- Ask, "If the things we need and want may be obtained with money, then why don't all of us have all of the things we want or need?" Possible responses might be:

    - We have different jobs.
    - We don't want the same things.
    - We don't have enough money.
    - We need more money.
    - Everybody doesn't have money, etc.

- Say, "Since money seems to be so important in obtaining our needs and wants, how do we get money?" Student responses may be:

    - We get paid.
    - We have jobs.
    - We go to the bank.
    - We sell something.

- Encourage students to discuss ways that most people get money, and guide their discussion toward jobs by asking, "What are some of the jobs your parents or relatives have?" List them on the board. Some possible responses might be:

secretary	doctor	aircraft worker	postman
cook	teacher	engineer	librarian
writer	reporter	actor	nurse

- Say, "All of these people receive pay for their work. Businesses buy the services these people have to sell. Businesses need these services to make the product to sell."

- Ask students to think about their favorite kind of store.

- Ask several students to state their favorite and tell why it is. A response might be, "McDonalds, because I like the hamburgers." or "Baskin-Robbins for the ice cream."

- Establish the fact that the stores you like sell something you want to buy.

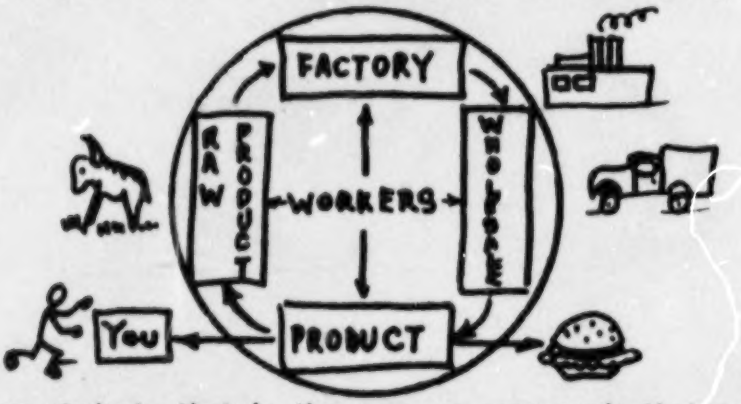
- Ask, "What kinds of workers or services does McDonald's need to buy or hire?"

- Ask students how they learned about McDonald's, i.e., T.V., paper, etc.

- Ask, "What are some of the things that a business like McDonald's needs in order to produce hamburgers," i.e., bread, pickles, etc.

- Ask how McDonald's acquires the necessary items, i.e., factory - makes bread, get the products from farmers.

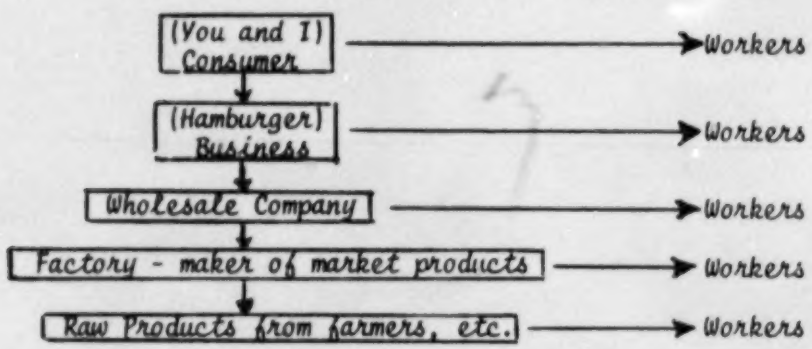
- Guide students to make a bulletin board that will explain what they have been learning about how the hamburger got home.



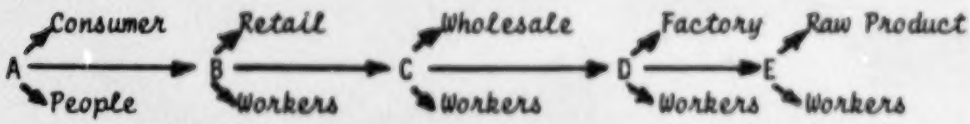
- Inform students that in the room are some cards that can be labled and placed on the bulletin board in such a way as to present a clear picture of the things talked about in the discussion.

- Say, "Let's start with you and me. Since we buy, let's mark 'consumer' on this first card." [Consumer] Ask, "Where are we going to buy something?" "Let's put that on the next card." "What shall we put on the next?" Etc.

- Guide the students through the process until the following areas have been identified and a card made for each.



- Ask students whether each of these is operated by only one person or with the assistance of other workers.
- After the cards have been made for each phase, help students place the cards on the bulletin board in a manner that will illustrate the process:



- Assist students now to make the bulletin board with symbols instead of cards. Encourage students to draw symbols and make a class mural.
- Guide students to understand that each individual who works benefits by having money to spend for the things he/she wants or needs.

Extended Activity

- Have the learners make price lists for items to be sold.
- Have learners role play a lunch hour at a hamburger stand and plan the work roles for each.
- Have learners plan ways to sell and advertise a new business.
- Ask learners to get parent permission to make a chart showing the products that the parents make or sell.

Concept

Scarcity is a disparity between available resources and the wants of people.

Instructional Objective

The student will list alternate ways of solving problems of scarcity through the utilization of other resources or the reduction of wants.

Activities 25 - 26

ACTIVITY #25

SCARCITY OF PAPER

Materials

- None

Procedure

- Explain to students that a shortage of paper for painting exists for the remainder of the school year.
- Have students discuss possible solutions to the problem, i.e.,
  - borrow some paper from another class
  - purchase more paper
  - paint on newspapers.
- List the students' solutions on the chalkboard.
- Ask students what might happen if no paper were available. (The class couldn't paint.)
- Ask students whether or not they have noticed any other shortages in the classroom or in the whole school.
- Guide students to discuss what might happen if there were not enough books, pencils, crayons, etc. (They would have to substitute other materials or do without. This might restrict some of their learning experiences.)
- Ask students if they know of other places where there is a scarcity of something that is needed.
  - What happens when there are not enough hot dogs in the school cafeteria?
  - What did some families do when the price of sugar was raised?
  - Suppose there was no milk at the market. What could a family do?
- Have students discuss what can be done when there is a scarcity of something.
- Ask what the difference is between having enough and not having enough of something. What words mean having enough and not having enough? (Availability and scarcity.)

- Ask students what choices exist when people face a scarcity of something, i.e.,
    - conserve what is available
    - use something else
    - do without.

Extended Activity

- Present some problem solving activities involving scarcity:
    - A math game using addition needs 2 dice but only one die is available. What can be done? (Role the one die twice to get the sum.)
    - In a lamination art project green tissue paper is needed, but none is available. What can be done? (Use blue and yellow tissue to make green.)

ACTIVITY #26

A WATER SHORTAGE IN CALIFORNIA

Materials

- Newspaper clippings about water problems in California.

Procedure

- Have students collect newspaper clippings about the availability of water for use in Southern California.
- Have students give reports on information found in newspapers.
- Guide students to locate the water resources on a map of California. (Owens River, Feather River, Colorado River.)
- Have students trace the water from the sources to Los Angeles or to the local community.
- Ask students what causes a water shortage. (Increase in industry, increase in population, water pollution, little rain.)
- Arrange students into 6 small groups.
- Ask students what effects a water shortage would have on Southern California. Have students discuss the problem among the members of their small groups.
    - Scarcity of water power for hydro-electric engines.
    - Reduction of water for irrigation which would cause less food grown.
    - Scarcity of water for domestic use, water lawns, etc.
- Have students discuss ways of providing more water for Southern California.
- Have each group select a reporter to record suggestions.
- Have class reassembly into one group.
- Have each reporter report on his/her group's suggestion.
- Record all suggestions on chalkboard. Suggestions might include:

- Bring more water from Northern California.
- Remove the salt from ocean water.
- Conserve the water that is available.

- Have class make a decision about what they think would be the most practical way to provide more water for Southern California.

Extended Activity

- Ask students to discuss with their parents the need for conserving water and to report to the class the ways that each family can help to conserve water.

Concept

Scarcity is a disparity between available resources and the wants of people.

Instructional Objective

The student will identify ways in which scarcity affects people unequally.

Activities 27 - 28

ACTIVITY #27

BUYING FOOD

Materials

- Picture cards of food, 3" x 5". (One for each student.)

- Play money in envelopes. (More in some than in others.)

Procedure

- Place picture cards on pegboard, or stand pictures in chalk tray.
- Distribute envelopes of play money.
- Allow each student to "buy" a food picture card using only the money in his/her envelope.
- Have students discuss their purchases: the food chosen and the amount of money paid for it.
- Lead student to discover that some students could buy more food than others because some had more money in their envelopes than others.
- Have students discuss the following questions:
    - In real life does everyone have the same amount of money?
    - If not, what difference does it make?
    - What determines the amount of money a family has for buying food? (jobs, education, opportunities.)
    - Should some people have better paying jobs than others? Why?
    - Should some people have a better chance of getting a better education than others? Why? Why not?
    - Who should get the best paying jobs? Should men? Should women? People who are black, brown, white? Young people? Older people? Why? Why not?
    - What should determine who gets a job?

Lead students to conclude that the lives of people experiencing a scarcity of money are different from the lives of those who are not.

Extended Activity

- Have students role play a situation where there is a scarcity of a certain food, i.e., coffee.

  Coffee prices have risen to $3.00 a pound. Higher prices are forecasted. Many people are rushing to the market to purchase all the coffee allowed.

  Who will be able to get all the coffee they want?
  What will happen to the people who cannot get the desired coffee?

ACTIVITY #28

RISING GASOLINE PRICES

Materials

- Newspaper clippings about gasoline prices

Procedure

- Have students bring newspaper clippings about gasoline prices to class.
- Display clippings on bulletin board or chart.
- Arrange class in discussion circle.
- Have students discuss the rising costs of gasoline and the possible reasons for the rising costs.
- Ask students to report on the gasoline prices that their families or friends are paying.
- Have students discuss the future impact on some families if prices continue to climb. Possible questions to ask might be:
    - Will the higher prices have any effect on most people's use of gasoline? Who? What?
    - Which people would be affected the most? (People with less money.)
    - How would these people be affected? (They would have to buy less.)
    - What could be some alternatives to purchasing higher priced gasoline? (Buy cheaper gasoline; ride the bus; car pool; ride a bicycle, motorcycle; walk.)
- Ask students whether scarcity of money affects one group of people more than others? Which group? (Men, women; old, young; black, white; rich, poor.)
- Have students discuss the ways these groups might be affected. (They would have to buy less for their families; they might have to go on welfare; they could not live where they might want to live.)
- Lead students to conclude that when a scarcity exists poor people are often affected more severely than people with more money.

Concept

The survival of humanity is dependent upon people working out effective accommodations with the environment and with each other.

Instructional Objective

The learner will generalize that as population grows and there are more people in the world the need to conserve resources increases.

Activity 29

ACTIVITY #29

WORLD POPULATION

Material

- None

Procedure

- Divide the class into "research teams" or groups.
- Ask each group to meet and discuss the differences between the ways in which prehistoric man lived and the ways in which modern man lives.
- Ask each group to take a piece of paper and crease it down the middle. Title the paper, "People." At the top of the left hand side of the page a group recorder may write everything that the group thinks of when someone says prehistoric man. At the top of the right hand side of the paper the group recorder may write everything that the group thinks of when someone says modern man. The time in which to do this task should be limited as pupils can probably list many more items than there is space for on the paper.
- Ask each group to name some of the items on each side of the paper. A group listing may be made on a chalkboard or on chart paper.
- Using the class listing from the board or chart paper, elicit discussion about the differences between the demands upon the environment during prehistoric periods and now. Discussion questions might include the following:
    - Did early man use many resources from his natural environment, and did he use them in any quantity?
    - Is it likely that prehistoric man gave much thought to taking care of the environment?
    - Since the days of early people, man's population has increased until there are now more than 3½ billion people on the earth. Is there now a need for people to give more thought to the earth's resources? What are some reasons that can be given to support the answers to the previous question?
    - If the world's population continues to increase what might be some of the future problems?

- Is it possible that the loss of any one natural resource could hurt man today more than it hurt prehistoric man? Explain the answers.
- What are some possible solutions for the possible problem of too many people and not enough natural resources?
- Should any race, creed or special group of people be given special privileges in using the natural resources of the earth?

. Pupils should be able to generalize that as population grows and there are more people the need to conserve resources increases.

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Concept

The survival of humanity is dependent upon people working out effective accommodations with the environment and with each other.

Instructional Objective

The learner will write an expository statement about the need for people to work out effective accommodations with the environment.

Activity 30

ACTIVITY #30

SURVIVAL

Material

- Paper
- Pencil or pen

Procedure

- Ask students to record (list) everything they can think of that they eat, drink or use during a 24 hour period. Next to each listing have students write the waste material, i.e., orange peels, cartons, non-returnable bottles, poptop rings, bottle caps, toothpaste tubes, exhaust fumes from a car.
- Call upon individuals to read from lists. Students may add to their lists as various items are read.
- Assist the class to classify the things used. Waste materials may be classified as difficult or easy to recycle.
- Help pupils hypothesize about the types of things used by the class as a whole, amounts of waste material produced by the whole class; the types of uses made of things.
- Guide a class discussion about conservation. The summary of the discussion should indicate that the survival of humanity is dependent upon people working out effective accommodations with the environment - that environment cannot be victimized by some human inhabitants without there being a negative effect on all peoples. Pupils should understand that no group of people is superior to another group and no one really has the freedom to destroy the environment for another group. Ultimately a lack of conservation and a lack of respect for the environment effects everyone.
- Have students write individual expository statements to defend the following statement: "The survival of humanity is dependent upon peoples working out effective accommodations with the environment."

Concept

The survival of humanity is dependent upon people working out effective accommodations with the environment and with each other.

Instructional Objective

The learner will conclude that both positive and negative changes can take place as humans interact with their physical and social environment.

Activity 31

ACTIVITY #31

ENVIRONMENTAL INTERACTION

Materials

- Story of "Donora"

Procedure

- Read the story "Donora" to the class.
- Ask students to discuss the story. Discussion questions may include the following:
    - What is the difference between physical and social environment? (There will be many correct and extended answers. Basically the difference is: physical - that which nature provided; social - that which occurs between people in social interaction.)
    - In the story what are the physical and social attributes of the environment?
    - What changes apparently took place in Donora? To the environment? To the people?
    - How could the deadly fog of Donora possibly have been avoided?
    - Can environmental problems like the fog in Donora be resolved or corrected after occurrence?
    - Do environmental problems ever affect one group of people more than another?
- Have students conduct further research on environmental problems. They may write case studies on smog in Philadelphia, lampreys in the Great Lakes, or chemical pollutants in waterways.
- Have students make films, filmstrips, murals, write plays, present puppet shows, make banners or posters to show that changes take place as humans interact with their physical and [illegible] environment.

DONORA

Donora is a small industrial city not far from Pittsburgh. It is located in the valley of the Monongahela River. Like most industrial cities, it has had its problems with pollution. The problems it faced in October of 1948 were the most difficult that any of the people of Donora can remember.

At that time, most of the men and some women worked in mills by the river flowing through Donora. Day and night, the tall smokestacks of the mills belched a steady stream of black, red, and yellowish smoke into the air.

When a fog settled in a few days before Halloween, no one seemed very alarmed. Fog is common in Donora because cliffs and hills around the valley block the wind. The Halloween fog turned out to be more than just fog, however.

For six days, Donora was covered by a motionless blanket of waste-filled air. After two days, the city's eight doctors began to receive an unusual number of calls from people who were ill. But almost no one suspected anything unusual, and quite a large number of people turned out for the Halloween parade. The parade marchers looked particularly eerie in the thick air.

As the blanket continued to hang over the city, more and more people became ill. Donora's fire department used all of its oxygen supply to help victims breathe. Even cars would not operate very well.

When the waste-filled air finally lifted, twenty people were dead, and about five thousand people were sick. The people who seemed to be the most affected by the deadly air were the elderly and people who already had diseases of the respiratory system and the heart. Poisoned and particle-filled air had been trapped in Donora for six days.

What caused the deadly air to settle over Donora? The answer lies in a physical environmental feature called temperature inversion. Ordinarily air near the ground warms and rises while cooler air sinks to the ground. The cycle that results from this movement allows used air near the ground to mix constantly with the cooler, fresher air from above. During an inversion, air near the ground stays cooler than air farther above. This happens often in valleys or basins, especially during the cooler months of the year. Fog also may occur in valleys or basins during cooler months. Fog is a dense concentration of water vapor, and the fog particles can easily attach to pollutants or dust in the air. Some of the materials in the air can be changed to dangerous acids when it comes in contact with moisture. Moisture or fog can keep air near the ground cool and heavy. The deadly fog of Donora was caused by an inversion which came about because air currents could not rise and mix; there was no wind to move the deadly air away, and the air near the ground was filled with waste material, pollutants, from the mills. The result was a poisonous smog.

Concept

The survival of humanity is dependent upon people working out effective accommodations with the environment and with each other.

Instructional Objective

The learner will identify ways in which groups have adapted to their environment.

Activity 32

ACTIVITY #32

ADAPTATION

Materials

- Magazine pictures of many different environments (deserts, seashores, prairie or grasslands, woodlands, tropical rain forests, coniferous forests, deciduous forests, savannah, chaparral.)

Procedure

- Assign students to collect pictures of many different environments.
- Ask students to form a discussion circle.
- Give each student an opportunity to share collected pictures and the typesof environment. Other pupils may be encouraged to make additional contributions or comments as the different types of environments are identified and discussed.
- Ask class members to speculate about how early man may have adapted to the various environments represented in the collected pictures.
- Mount pictures on butcher paper in collage, poster, or mural fashion.
- Have students select various environments to research. Research questions may include the following:
    - What the the attributes of the environment? (Soil type, rainfall, temperature, amount of light, quality of atmosphere.)
    - In which environments did prehistoric man live?
    - Did later people settle in the environment?
    - Do people live in the environment today?
    - What types of clothing were and are worn by possible human habitants?
    - What kinds of foods are eaten by human habitants in the various environments?
    - What kinds of homes are used by people living the various environments?
    - What are some ways that people have adapted to the various environments?

Have a group recorder make a listing of the adaptations made by humans as they adjust to the various kinds of environments. Add the listing of adaptations to the collection of environmental pictures collected from magazines.

Have the class discuss the difficulties experienced by racial or ethnic groups in adapting to various environments. Discussion may also center around whether or not people adapt to new environments readily.

ACTIVITY RECORD

Activity #	Date	Remarks
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Activity #	Date	Remarks
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ADD - A - LESSON

The lessons presented in this monograph represent only a few of the activities in which students may participate to expand their knowledge and understanding of political and economic relationships. Teachers are invited to submit to the Area I Administrative Office information in regard to other successful lessons they have used with their classes. From time to time selected lessons will be printed and distributed to schools. The form on the next page may be utilized for this purpose.

POLITICAL AND ECONOMIC RELATIONSHIPS ACTIVITY

Concept to be Developed: _____

_____

_____

Instructional Objective: _____

_____

_____

Title of Activity: _____

Materials: _____

_____

_____

Procedure: _____

_____

_____

_____

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_____

Extended Activity: _____

_____

Name of Teacher _____

School _____

GLOSSARY

Authority . . . . . the established right of an individual or group to determine policies, to pronounce judgments, and to promote interests.

Capital . . . . . the money or raw product needed to support a business.

Collateral . . . . . security pledged for the payment of a loan.

Free enterprise . . . . . a market which responds to the consumer's wishes.

Income . . . . . monitary returns which come in periodically from property, business, labor.

Labor . . . . . work done by skilled and unskilled workers.

Management . . . . . persons who handle, control, or direct a business or institution.

Power . . . . . the ability of an individual or a group to influence, coerce, or compel the thought and/or action of others.

Property . . . . . that which one owns.

Real estate . . . . . land and whatever by nature is a part of it.

Scarcity . . . . . an amount insufficient to meet a need or a want.

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